

Headmaster's Diary

Part one: in which our hero prepares to tackle a situational analysis of Candlewick Comprehensive

My first day as head of Candlewick Comprehensive! It began rather inauspiciously. My car ran out of petrol 50 yards from the school gate. Intent on practising my assembly voice as I drove in, I had not looked at the gauge (Roma had promised to fill up after her yoga class last night). I signalled to some lads and they began pushing me up the hill. I called out of the window, "I am Dr Smolcroft, your new headmaster!" but they must have misheard. They stopped pushing and I nearly ran back into the car behind.

Assembly started late, and I noticed several boys wearing the wrong colour socks. A number of pupils were standing outside in the corridor, peering through the windows. I asked the deputy head to bring them inside, but apparently they were doing a CSE project on "ritual in English education", and had been given permission for "non-participatory observation". I noticed that as soon as I announced the hymn they began scribbling on clipboards. I shall stop pushing and I nearly ran back into the car behind.

As I rose after the hymn to make my first public pronouncement a young woman stood up and said, "Today's health education trip to the Candlewick birth control clinic has been cancelled." There was a burst of sniggering, and I had to reprove them. This rather spoiled the effect of my special introductory remarks, which were intended to strike just the right balance between authoritative control and liberal tolerance. I should like to know what all the "observers" were so busy writing down.

After assembly I talked to the

first deputy, Arnold Bogwin, in my study. I told him he should now think of himself as part of the management team and could call me James. He said, "That's Jake with me skipper. Old Charnage liked us all to call him Willie". He seems a pleasant young man, if a little over-friendly. I outlined a new procedure for the assembly announcements and suggested that he might invite interested staff to form an ad hoc committee to consider my suggestion. He looked rather surprised. I doubt if Charnage made much use of modern techniques of delegation and staff development.

As soon as he'd gone I had the idea of keeping a diary. This case-study business is supposed to be all the rage—what could be more valuable to these research wretches than the inside story of a new broom sweeping through a seedy old school like this? I was just about to start it when the secretary, Mrs Snodde, burst in and said, "It's Councillor Dimpickie. He wants to see you!"

"Very possibly," I replied, pleased that he had called so soon to wish me well. I have met him, you know. Dimpickie is chairman of governors and on the education committee. He runs a scruffy-looking garden centre near the station.

"Oh, yes," said Mrs Snodde. "I remember—he appointed you." I think she may have been allowed too much of a free hand. I sat down quickly behind my desk, so that I could rise from it as Dimpickie came in. He was wearing a ragged sweater and some old jodhpurs.

"Just passing, my lad," he said, rather patronisingly I thought. "How's all the management stuff coming on?"

This confirms what I'd suspected. At the interview I'd explained about the management course I'd just been on, and it must have gone down well. I told him I was about to begin a detailed situational analysis.

He grunted, and said, "So you bought a new house on the Apple-garth estate? You'll have to manage a new garden, as well as a new school. How about a hundred Percy Throver roses for only fifty quid?"

I thought for a moment, and then realised what he was up to. "You're checking up on my professional independence. You want me to refuse your tempting offer, and refuse I must!"

"Right, then," he said. "I'll drop them round tomorrow afternoon."



My first day!

I was about to tell him there was a misunderstanding, but he was a bit of a blunderer. "By the way," he said, "your car that nearly ran out of petrol. I told him it was a blocked up burette—it did not sound as if it was running out of petrol. My car has a degree comes in useful sometimes."

Unfortunately, I don't think I heard me—he had stopped to hear a carter to Mrs Snodde. It was a bit of a nuisance. Next week: part two—installing the virtues of the management concept.

Adam Hopkin on, Candlewick Comprehensive. Books: Bryan Robertson, Wyndham Lewis, John Ruskin, Taylor on Christopher Isherwood, John Weightman on J. H. W. Phillips on folklore, W. D. Wall on a series of books about adolescence.

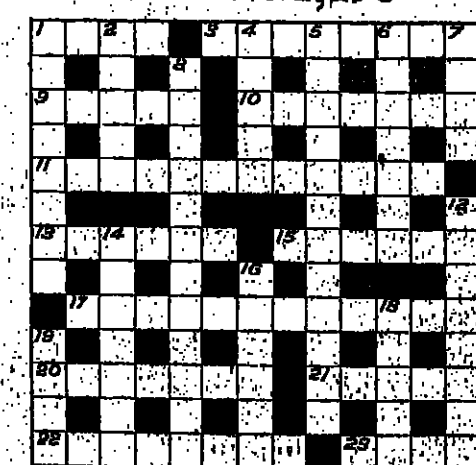
Turk with a cutlet, and looking for hidden meanings, searching for what they call the great Russian soul. My God, better not have written at all!

Olga (yawning): The stove's going out.

Competition No. 5 set by Sylvia Most of Balloch's Cautious Tales are aimed at naughty children. Could you, for a change, supply one directed at some maverick of the educational world? Up to 100 words if possible, but Balloch flavour by August 28.

Michael J. Smith

Crossword No 1,198



Across
1 Can't answer for the way over the hills (4)
3 Quite the other than being clothed in white (8)
5 Lone wolf in a lake (5)
10 Fair duty is com- (7)
11 Having won the trophy of a minor (6)
13 A beautiful young person, or a not so (7)
15 Omar's garment of (6)
17 Not half so well off in Britain (12)
20 Was it important of Stanley to go to (10)
21 No native wherever he goes (5)
23 Doing up is child's play (4)
24 It's back to you in the Thames (4)
Down
2 "fold their way like the Arabs, and away" (5)
4 Helps to lock position (3)
6 It made Canine (12)
7 What they do (10)
8 Coward's job (6)
9 Marked in the sky (10)
12 Lunar religious (10)
14 The reward of a good looker (5)
16 She puts in minutes (6)
18 Preparation (10)
19 Confidant of a cheap editor (4)
22 Evan (4)

2 "fold their way like the Arabs, and away" (5)
4 Helps to lock position (3)
6 It made Canine (12)
7 What they do (10)
8 Coward's job (6)
9 Marked in the sky (10)
12 Lunar religious (10)
14 The reward of a good looker (5)
16 She puts in minutes (6)
18 Preparation (10)
19 Confidant of a cheap editor (4)
22 Evan (4)

TES Literary competition

REPORT BY CHARVYDIS

Competitors were invited to give this reaction of famous dead authors to becoming sources of set book fodder. Chaucer and Shakespeare for first place in popularity, with Eliot a close third, followed by Wordsworth and Wilfred Owen. A strange choice, as his more harrowing war poems seemed ill-adapted for such comparatively light-hearted pastiche as was called for here. Keats, Pope, Swift, Austen and Blake were also well represented, though Shaw, curiously, prompted only one entry.

An abundance of creditable entries, with none really outstanding, made judging a long and tiring process. Some potential prize-winners, especially those doing "light" verse forms—the sonnet, heroic couplets, etc.—excluded themselves from the final pool by technical failures (a dud rhyme, an awkward inversion, a line with too few or too many feet, or a line which just would not scan however one read it).

In the end, I decided on Commandments for R. A. Maitland, Michael Ingleby, T. G. Griffin and J. M. Syne, £3 each to Neil Curry (Chaucer), Virginia Graham (Chaucer) and Nicholas D. Butt (Blake) for entries which there is, alas, no room to print; £8 for John Irwin, 26 pieces for Anthea West and R. D. C. Whyard and £5 for Michael I. Smith, who would have earned more if his entry had not by staying over the word limit, obliged me to cut it.

CHRISTINA ROSSETTI
Remember me—how could you e'er forget
When I am thrust down your unwilling
By English scholars with their endless
Quite meaningless to all, but
Remember me awhile, and do not
Because you loathe the slush on
Which he dotes:
Only remember me—without your
And you may be surprised what
Yet if you should forget me while
When taking CSE or O or A
And then remember, after June or
A vestige of my work, cheer up, my
Better by far you should forget and
Than that you should remember and
John Irwin

T. S. ELIOT
Beyond the doorway, sun lights up
The hallway, the stairs, the
Here in the classroom, dust dances
And desks shift.
The sons of typists and insurance
Sweating, adorned with dandruff
Their steers waiting to be picked
Up by the door.
With football bags and plastic
Labour to grasp disgust and faith
And do not hear the Jacobean
ghosts.
The empty cannot comprehend the
void.
And in the garden, larkspire and
hyacinth
Are bent among the twisted scraps
of paper.
Anthea West

J. M. SYNE
O, my name is John Millington
Syne:

And 'repute and dead fame bring
their sting.
May your O and A level both go to
the devil:
To be "set" is a hell of a thing.
Ah, the speech of my peasants was
Sweet music by God's creatures
made:
And sure, 'n't analysis tragic,
Just to gain an elusive pass grade?
A shebeen was the place where I
Those speeches that made Dublin
rage:
And you were not intended to swot
'em.
But to see them performed on the
stage.
O my name is John Millington
Syne, and I once made the Abbey boards
ring.
This exanining's barren as soil
upon Aran.
To be "set" is a hell of a thing.
R. D. C. Whyard

A. P. CHERKOV
Pavel Andrievich: I've just been to
the school.
Olga Michailovna: Tonight we'll
have noodle soup for supper.
Pavel: They're reading my plays,
think of it! And they even have
examinations on them, the devil
take it! The schoolmaster, Fyodor
Semyonovich, showed me some of
the questions. Whatver do you
think, one said: "What are the
discrete aims of 'The Cabbage
Patch'?" If only they knew
that I dashed it off, sheer that I
am, to keep us out of debt when
the hospital bill came in.
Olga: The cat's had her kittens in
the broom cupboard.
Pavel: To think that my plays,
mine, should be abused in this
way! In 50 years' time no one
will actually enjoy them. They'll
all be dissecting them, like a

And 'repute and dead fame bring
their sting.
May your O and A level both go to
the devil:
To be "set" is a hell of a thing.
Ah, the speech of my peasants was
Sweet music by God's creatures
made:
And sure, 'n't analysis tragic,
Just to gain an elusive pass grade?
A shebeen was the place where I
Those speeches that made Dublin
rage:
And you were not intended to swot
'em.
But to see them performed on the
stage.
O my name is John Millington
Syne, and I once made the Abbey boards
ring.
This exanining's barren as soil
upon Aran.
To be "set" is a hell of a thing.
R. D. C. Whyard

And 'repute and dead fame bring
their sting.
May your O and A level both go to
the devil:
To be "set" is a hell of a thing.
Ah, the speech of my peasants was
Sweet music by God's creatures
made:
And sure, 'n't analysis tragic,
Just to gain an elusive pass grade?
A shebeen was the place where I
Those speeches that made Dublin
rage:
And you were not intended to swot
'em.
But to see them performed on the
stage.
O my name is John Millington
Syne, and I once made the Abbey boards
ring.
This exanining's barren as soil
upon Aran.
To be "set" is a hell of a thing.
R. D. C. Whyard

And 'repute and dead fame bring
their sting.
May your O and A level both go to
the devil:
To be "set" is a hell of a thing.
Ah, the speech of my peasants was
Sweet music by God's creatures
made:
And sure, 'n't analysis tragic,
Just to gain an elusive pass grade?
A shebeen was the place where I
Those speeches that made Dublin
rage:
And you were not intended to swot
'em.
But to see them performed on the
stage.
O my name is John Millington
Syne, and I once made the Abbey boards
ring.
This exanining's barren as soil
upon Aran.
To be "set" is a hell of a thing.
R. D. C. Whyard

And 'repute and dead fame bring
their sting.
May your O and A level both go to
the devil:
To be "set" is a hell of a thing.
Ah, the speech of my peasants was
Sweet music by God's creatures
made:
And sure, 'n't analysis tragic,
Just to gain an elusive pass grade?
A shebeen was the place where I
Those speeches that made Dublin
rage:
And you were not intended to swot
'em.
But to see them performed on the
stage.
O my name is John Millington
Syne, and I once made the Abbey boards
ring.
This exanining's barren as soil
upon Aran.
To be "set" is a hell of a thing.
R. D. C. Whyard

And 'repute and dead fame bring
their sting.
May your O and A level both go to
the devil:
To be "set" is a hell of a thing.
Ah, the speech of my peasants was
Sweet music by God's creatures
made:
And sure, 'n't analysis tragic,
Just to gain an elusive pass grade?
A shebeen was the place where I
Those speeches that made Dublin
rage:
And you were not intended to swot
'em.
But to see them performed on the
stage.
O my name is John Millington
Syne, and I once made the Abbey boards
ring.
This exanining's barren as soil
upon Aran.
To be "set" is a hell of a thing.
R. D. C. Whyard

And 'repute and dead fame bring
their sting.
May your O and A level both go to
the devil:
To be "set" is a hell of a thing.
Ah, the speech of my peasants was
Sweet music by God's creatures
made:
And sure, 'n't analysis tragic,
Just to gain an elusive pass grade?
A shebeen was the place where I
Those speeches that made Dublin
rage:
And you were not intended to swot
'em.
But to see them performed on the
stage.
O my name is John Millington
Syne, and I once made the Abbey boards
ring.
This exanining's barren as soil
upon Aran.
To be "set" is a hell of a thing.
R. D. C. Whyard

And 'repute and dead fame bring
their sting.
May your O and A level both go to
the devil:
To be "set" is a hell of a thing.
Ah, the speech of my peasants was
Sweet music by God's creatures
made:
And sure, 'n't analysis tragic,
Just to gain an elusive pass grade?
A shebeen was the place where I
Those speeches that made Dublin
rage:
And you were not intended to swot
'em.
But to see them performed on the
stage.
O my name is John Millington
Syne, and I once made the Abbey boards
ring.
This exanining's barren as soil
upon Aran.
To be "set" is a hell of a thing.
R. D. C. Whyard

THE TIMES Educational Supplement

WEDNESDAY AUGUST 8 1980 NUMBER 3347

FIRST PUBLISHED 1910 PRICE 25p

Pay: 13.5% deal gets go-ahead

The government decided this week to allow teachers a 13.5 per cent arbitration award despite the Prime Minister's attempts to reduce it to less than 10 per cent. The Association of County Councils has warned that redundancies among teachers may well follow Richard Garner reports.

Cabinet battle on arbitration

The Government has given the green light for teachers to receive their arbitration award of an average 13.5 per cent pay rise in the current financial year after a bitter battle in the Cabinet.

Mr Mark Carlisle, the Education Secretary, announcing the decision, warned there would be no extra government cash aid to help local authorities foot the bill. Those in difficulties would have to reduce wages, he said.

He also gave the first public indication of his sympathy for a move to repeal the Remuneration of Teachers Act, which lays down compulsory arbitration procedures when negotiations are deadlocked, so teachers' pay and conditions of service can be negotiated together in future.

Local authority leaders, faced with paying £508 million extra this year as a result of the awards to teachers and college lecturers, warned there is a distinct possibility of compulsory redundancies being introduced by some education authorities.

In a week of high drama, Mr Carlisle decided not to oppose the award on Monday despite Mrs Thatcher's avowed desire to reduce it to less than 10 per cent.

Mr Carlisle, the Education Secretary, is understood to have been in favour of granting it.

There were two considerations Ministers' minds as they agreed to allow it to go ahead—the very threat of industrial action from teachers at the start of the autumn term if it was trimmed and the fact of Parliamentary time available to the Government.

The arbitration award is to be paid in two stages—12 per cent in April 1 and 1.5 per cent in September. The college lecturers will receive between 15 per cent and 3 per cent.

It will mean the pay of the average teacher on the maximum scale will have increased by £5,622 a year as at April 1, to £55,669 as a result of the award.

What was concerned the unions, though, was the warning from Ministers that teachers can expect little sympathy in the next year. In fact, they are "not away with the Clegg" error, Mr Fred Smith, Assistant Secretary of the National Association of Schoolmasters/Union of Women Teachers said. "Now long are we going to have that albatross hanging round our necks?"

The other option open to authorities is to introduce supplementary rate levies and is more likely to be favoured by the Labour-controlled metropolitan authorities.

Most of the teachers' unions expressed disappointment at the size of the settlement—although the National Association of Schoolmasters welcomed the differential between the two stages of the award which would give the highest paid a bigger percentage rise.

What was the warning from Ministers that teachers can expect little sympathy in the next year. In fact, they are "not away with the Clegg" error, Mr Fred Smith, Assistant Secretary of the National Association of Schoolmasters/Union of Women Teachers said. "Now long are we going to have that albatross hanging round our necks?"

The other option open to authorities is to introduce supplementary rate levies and is more likely to be favoured by the Labour-controlled metropolitan authorities.



A picture of fashion from 350 years ago, Neil Williams, age nine, models a replica boy's dress that is shown in the painting attributed to William Peake, dated 1627. Neil was taking part in an ILEA holiday project at Ranger's House, Blackheath, London, to study costume.

Bonus of £500 likely for shortage subject students

by Bert Lodge

An extra £500 a year tax free on top of their grant is likely to be offered from 1981 to up to 1,000 students of maths, science, craft and technology, who are willing to teach after they have qualified.

Officials from the Department of Education and Science held their first meeting yesterday to work out details of the scheme.

Although a minimum period of teaching may be stipulated, officials already admit privately that this would be unenforceable and must remain no more than a moral obligation.

The idea of recruiting teachers into shortage subjects this way was floated by Lady Young, junior education minister, at the conference of CLEA, the local education authority association, last month. A pre-condition exists in the National Engineering Scholarship scheme, now in its third year and currently funding 800 selected students on special courses at universities and polytechnics.

Agreement in principle on the desirability of a similar scheme was reached last week when Lady Young met representatives of local authority associations.

She told the CLEA conference that in January this year there were 600 secondary vacancies each in maths and physics and 400 in craft, design and technology. Teacher unions believe the figures are much

higher because of the number of unqualified teachers in these subjects.

Lady Young suggested that the guarantee of a job should also be included in the package, although in any shortage of specialists this must be implied. In any case, without a job those benefiting from the scheme would be unable to fulfil the pledge, presumably to be extracted from them, to teach for a minimum period after qualifying.

By imposing conditions attached to an engineering scholarship where candidates must have obtained sponsorship by a firm, applicants for a teacher scholarship possibly could need a job guaranteed by an I.E.A.

The cost of the scheme would be about £11 million, and one way of funding it would be for the bureaucracy to be paid in the same way as the student's award; 90 per cent of which comes from central funds and 10 per cent from the local authority. National engineering scholarships are partly financed from industry.

Suspicion has already been expressed in some colleges that the DES favours the PDE at the expense of the BED. While craft, design and technology courses, largely centred in the college BED, are likely to profit from the teacher scholarship scheme, some BED science courses, already under-subsidised, could feel no benefit whatever as candidates are seen to be selected from among the subject degree courses in universities.

This week

Alternative to the 'scrap-heap' 4

Jobless in Consett 6

Testaments to youth 8

Extra

English as a foreign language 17-24

Gipsy school on the move 14

Folklore, ghostlore 16

Behind the Commonwealth Summit 31



Is Latin dead? 10

Museums 29

Leader, comments. 2
Platform 4
School to Work 9
Overseas news 10, 11
Letters 13
Sports Diary 12
Features 14, 15
Review 16
Arts 25, 26
Books 23, 24
Resources 29

Classified 33

So the teachers have won their arbitration award, but in the most grudging possible way: over the live and kicking body of the Prime Minister, and wrapped in sour warnings from the local authorities that it will be at the expense of colleagues' jobs.

Mr Mark Carlisle should be given credit for fighting his corner effectively in Cabinet, and warning of the damage to schools if staff started the September term—or failed to start it—with dragging feet or outright industrial action. More important, Mr Carlisle had timing on his side this time, coupled with the uncertain temper of the House of Lords, and it was on this tactical point that he gained vital support from such Cabinet heavyweights as William Whitelaw.

With only a few turbulent days of the Parliamentary sitting left, it was problematic whether a resolution sitting aside the award (and necessary under statute law) could be rushed through both Houses of Parliament. The Lords have lately proved themselves as likely to be rebellious as loyal to their own government and in any case it was not known how many had returned to the backwoods for the summer.

That was what clinched it in Cabinet, and reversed the previous week's firm decision to cut the teachers back to a single figure rise. (It is indeed worth remarking that once again it is the noble Lords—or even the threat of the Lords—which, as with school transport, proves itself more effective than anything the Commons could throw up to deflect the hardliners in Cabinet from their policy. If it goes on like this, it will be the Conservatives who will abolish them.) There remained the possibility of postponing action or approval until October, against which Mr Carlisle's original argument presumably prevailed.

But the arbitrators don't seem to have allowed very clearly for the Clegg error, and there is still an underlying threat from Mrs Thatcher that the teachers will be clobbered in the next pay round to



EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

Morale is what matters now

make up for it, so just watch out. Jam yesterday, and jam today, means no jam tomorrow. Meanwhile, Clegg is abolished because it is more important to keep pay down than keep it fair. Why should pay be fair? Life isn't fair.

What is unfortunate about this nannyish style of government is that it is all too clear both to the profession and the public that teachers have been put in a corner with the bad boys. There are now goody groups and baddy groups when it comes to deciding priorities in public sector pay rises. The good boys who must be encouraged include policemen, the armed services, doctors, and the governor of the bank of England. The baddies at present seem to be the civil service and the teachers, and they must be made an example of in order to discourage the next out of favour group likely to come asking for more from the local government employers.

Nurses are goodies in a rather different sense, approved of but badly paid because they are so good that every government knows it can get away with bad treatment, in spite of public sympathy.

The teachers are less sure of public support, especially as their pay settle-

ments are being run so close together that they seem to be getting rises all the time. What that means, of course, is that they have been kept waiting a long time, not that they are being paid too much. In spite of cries of pain on all sides, the arbitration award is almost exactly what the teachers expected to get, and the L.E.A.s as a whole budgeted to pay, as was the case with the Clegg award for the previous year. So the award ought not in itself to lead to teacher redundancies, though jobs will continue to be threatened by the two per cent cuts in local government spending for 1981-82 envisaged in the last White Paper, particularly since staffing has so far been largely protected from cuts.

Perhaps what really matters is that teachers should be awarded rather more public approbation to bolster up the rise they have wrung like blood out of a stone. It may be that Mrs Thatcher fought such a hard and well-leaked Cabinet battle to do them down just because they were the first public sector example to hand, or that she has been entertaining serious doubts about their value as a profession ever since her formative years at the Department of Education.

Assuming that the second, unworthy

suggestion can be charitably discounted, it really is about time that the Government accepted that the quality of education cannot remain intact if its quantity is subject to constant attrition on cost accounting grounds. In particular, the quality depends inextricably on teacher morale, as does the success of any reform designed to improve standards (which this Government was supposed to be in business to do).

Teacher morale, however, must be at its lowest ebb since the Second World War, in spite of the new pay award. Though hard-headed employers say that pay can only be boosted at the expense of other peoples' jobs and that both pay and jobs are maintained at the expense of textbooks and other resources, the truth is that squeezes in all these areas combine to make the return to the classroom in the autumn an unwelcome prospect.

Although there have been no large scale redundancies so far, promoting hopes are negligible and redeployment beginning to have a disheartening effect in many areas as, with the departure of part-timers and those on short-term contracts, staff are increasingly impossibly taken on unfamiliar subjects and opinions disappear from the curriculum.

It may be that Mr Carlisle's fight for the pay award in Cabinet will help to make up for the evidence elsewhere of loss of public esteem, and the Education Secretary should build on it if he will care about raising standards. Until morale is restored little can be done, for example, about the sort of constructional regular assessment that would also help to weed out the weaker brethren who do exist (a move called for again by last week's PAT conference) because the unions would understandably be too defensive to cooperate. And judgments about the quality of teaching are not the last things to govern redeployment strategies: but likely to remain so in the present tense climate. Almost any improvements, in fact, will depend on morale. It is time to stop bashing the teachers.

professionals. It was a simple and imaginative idea, and it is a great pity that the Government does not think it "appropriate" to prescribe it.

Warnock spent out that Section 10 of the 1976 Education Act—the one shoved in by the House of Lords, and requiring the integration of handicapped children into ordinary schools where possible—would mean that money would have to be spent on resources and teacher training.

The White Paper wriggles out of that one rather neatly, rephrasing Section 10 so that all the components are there but the emphasis has subtly changed. There will clearly be no great push for integration, and given present resources and a contracting teaching force, that may be just as well.

The White Paper has nice things to say about go-ahead local authorities that pioneered the experiments that the Warnock committee built on. The trouble is, of course, that under the Government's definition of present economic circumstances, those advances will be almost impossible to sustain.

And unless they are continued, and developed, and given financial support, one main thrust of the Warnock report will never be tested. The committee believed that spending more on handicapped children at critical stages in their development would, in the end, save public money. More would grow up self-sufficient with no need for expensive care from health and social services for the rest of their lives.

Arrival of HMI

It will be reassuring to many people in the education service to know that HMI is to make an independent assessment (page 3) in September of the likely effect of the block grant calculations on the quality of education provided in the L.E.A.s.

That such an exercise is being mounted may come as small surprise to those familiar with the current practice and good husbandry that characterizes the work of the inspectors.

They are able to carry out such a short, sharp intellectual appraisal at the speed dictated by the exigencies of the grant working groups because they have for some years been building up a body of local knowledge based on district reports.

One of the things that this has enabled

HMI to do is to look and see whether grant does affect the quality of education. Given that most L.E.A.s spend near the average on education, compared with the more drastic variations that appear on spending on, for example, the fire service, how much difference does it make if they do spend much more or less?

It is the sort of information, indeed, that could provide an important backdrop to any value for money debate, or, for example, consideration of the future of L.E.A.s. Though, given the rigorous independence of the HMI, background and backdrop balance is where it will remain, rather than in the public arena.

The same can be expected to be true of the HMI verdict on the likely impact of the block grant calculations, though we can be equally sure that the voice of Miss Sheila Browne, the senior chief inspector, will not lightly be discounted in Whitehall. That is why the knowledge that the voice of Miss Browne and her team is being sought will calm the worst fears of some of the doomwatchers in the local education authorities who feared that the education service was not getting a sufficiently effective voice in the Department of Education's working groups.

Most of the news leaking out of them has indeed seemed laden with gloom and doom for education, but we don't know the whole story yet. On the one hand, there are the ominous accounts of angry, shouting, and arbitrary decisions; on the other, there are calmer voices saying that education was coming out of it too badly and may even be better. (Could there even be some grudgingly specific grants?) After all, the voice of William A. Alexander, who is the senior chief inspector, will not lightly be discounted in Whitehall. That is why the knowledge that the voice of Miss Browne and her team is being sought will calm the worst fears of some of the doomwatchers in the local education authorities who feared that the education service was not getting a sufficiently effective voice in the Department of Education's working groups.

Either way, it is helpful to be reminded that HMI will be keeping an eye on things. What is just a routine exercise to them looks more like the arrival of cavalry to some beleaguered local education men.

No comment

These days there are a lot of people who are interested in the welfare of the world's poor people are called ecologists and many of them ride bicycles. From a public examination paper, 1980.

NEWS

Impossible to allow for Clegg error, say arbitrators

by Richard Garner

Teachers should receive a pay deal which will cost local education authorities 13.5 per cent during the current financial year, the three-man arbitration panel on their pay claim says.

The panel recommends an immediate pay rise of 12 per cent for the 53,228 teachers in England and Wales which would be backdated to April 1. During the second stage, it recommends increases giving bigger rises to the highest paid teachers which range from 2.5 per cent to 4 per cent. These would be payable from September 1.

Under the deal, all teachers on scales one to four would receive 2.5 per cent together with deputy heads on salary scales between groups one and nine and heads on scales between groups one and five. Heads on salary scales between groups six and 10 and all other deputy heads will then receive 3 per cent. Only heads on salary scales above group 11, who also received larger salary increases under the Clegg commission report's recommendations, will receive 4 per cent. The annual cost of the settlement from September 1 is 11.6 per cent.

The panel says it is "impossible to say" what would have happened if the Clegg commission had not made the 4 per cent error in their report on teachers' pay—or it had been discovered before the report was published.

It adds that while it might have led to some revision at the lower end of the pay scales there would have been an effective ground for resisting the application of the effects of the error equally at all points of the scale.

The report adds that it is "fruitless" to speculate when the management pay offer for 1980-81 was reduced from 13 per cent to 9.3 per cent, to take account of the error. "The offer probably survived suspicion that the commission was about to revise their figures but not the formal announcement," it says.

"It is equally fruitless to decide the almost philosophical question of which of these figures 'are right' or which should form the basis for our recommendation. The simple fact is that the first standing commission report has been agreed."

The report says that the local authorities' management panel argued with obvious sincerity that they did not have enough money available to pay out more than their offer.

"More will inevitably lead to other measures of economies which will change the edge of teaching jobs. There is little scope for further savings," they agreed.

However, the report points out that a larger sum had been offered

initially to the teachers and "could have been accepted". "It was emphasized to us that the economic position of the management side was worsening", it adds. "We still have to bear in mind that a particular sum has been offered."

In their report on the pay of the 80,323 college lecturers in England and Wales, the arbitration panel also recommends an immediate pay increase of 12 per cent backdated to April 1. In their case, though, principals of the largest colleges will receive a smaller increase (1.5 per cent) under the second stage of the deal while lecturers who received increases of 17, 18 or 19 per cent from the post-Clegg deal will receive 3 per cent and those in the middle bracket 2.5 per cent.

The argument put forward by the teachers' panel that pay should be restored to the level of the Houghton inquiry in 1974 is rejected by the arbitrators who say: "We accept that and must say that to index Houghton for the period suggested would be an unsafe guide as to appropriate scales in 1980. Indeed, the standing commission (Clegg) was intended to supply an up-to-date guide based on comparisons."

The panel for both claims was chaired by Professor Sir John Wood, chairman of the central arbitration committee. The other two members were Mr John Hughes, the teachers' nominee, and Mr Michael Betts, the management nominee.

Delay on dons' claim

The *TES* went to press, there had been little progress towards agreement on the university lecturers' pay claim.

A meeting held on Tuesday evening intended to follow the announcement of the school teachers' award, broke up unresolved after the Commons statement was delayed. A further meeting was scheduled to take place on Thursday evening.

It was rumoured in Whitehall that the Government's decision to pay the teachers' arbitration award in full might adversely affect the university lecturers. A thwarted Mr Thatcher was said to be looking for a scapegoat. There seemed to be little chance that the 19.6 per cent provisional offer, agreed between the dons and the unions in May and said to be within 10 per cent of the target, would be endorsed by the DES at Thursday's meeting.

In the report, the commission acknowledged that its deliberations over the teachers' 1979-80 pay claim had come "close to an arbitration exercise". Professor Clegg admitted that the commission's work to date had been "patchy".

In future, the suggested, there could supply information to negotiators within the public sector but leave the eventual settle-

Incomes peg fears as Clegg departs

The demise of the Clegg Commission—announced this week—has heightened fears among teachers' leaders that pay rises will be pegged next year.

In his parting shot, Professor Hugh Clegg, the chairman of the commission, warned that some form of comparability commission would become necessary again "within two or three years".

It was ironic that the terse announcement by Mrs Thatcher that the commission was being wound up because "for the future, pay needs to be negotiated with full regard to the country's economic circumstances" was used to improve the efficiency of the public services and to what the taxpayer and ratepayers can be expected to afford coincided with the publication of its annual report.

In the report, the commission acknowledged that its deliberations over the teachers' 1979-80 pay claim had come "close to an arbitration exercise". Professor Clegg admitted that the commission's work to date had been "patchy".

In future, the suggested, there could supply information to negotiators within the public sector but leave the eventual settle-

ment with both parties to the dispute.

"In most of our references we have been acting as arbitrators," he said. "We've never wanted that job and the longer we've worked the less we've liked it."

Asked if he felt the commission's admitted 4 per cent error in its recommendations on teachers' pay had played any part in the decision to wind it up, he replied: "I very much doubt if that changed the Government's mind about the comparability commission, although I don't know."

"The subsequent attack on the commission created the environment in which it was much easier to get rid of the commission if that was what the Government wanted to do."

Neither the National Union of Teachers nor the National Association of Schoolmasters/Union of Women Teachers shed any tears for the demise of the Clegg commission itself but both were of the opinion that it should be something to make sure parables unit set up in its wake.

Mr Fred Smith, Assistant Secretary of the NAS/UTW, said: "We were never keen on Clegg. We thought it was a mistake to take our pay claim there and with

Estimated salaries after the award

Class	Arbitration Award	Estimated Salary
Qualified Teacher	Min 25,790	28,790
Scale 1	Max 25,790	28,790
Scale 2	Min 25,790	28,790
Scale 3	Min 25,790	28,790
Scale 4	Min 25,790	28,790
Senior Teacher	Min 25,790	28,790
Deputy Head Teacher	Min 25,790	28,790
Head Teacher	Min 25,790	28,790
Group 1	Min 25,790	28,790
Group 2	Min 25,790	28,790
Group 3	Min 25,790	28,790
Group 4	Min 25,790	28,790
Group 5	Min 25,790	28,790
Group 6	Min 25,790	28,790
Group 7	Min 25,790	28,790
Group 8	Min 25,790	28,790
Group 9	Min 25,790	28,790
Group 10	Min 25,790	28,790
Group 11	Min 25,790	28,790
Group 12	Min 25,790	28,790
Group 13	Min 25,790	28,790
Group 14	Min 25,790	28,790

Block grant experiment next month

by Sarah Bayliss

A short sharp assessment of how the quality of education in individual local authorities may be affected by the switch to a new system of paying for local government—the block grant—is to be made by district inspectors in every authority.

The nationwide exercise, to be carried out in September, has been requested by the Department of Education and Science. It is the first sign that the theoretical calculations which underlie the new way central government will contribute towards the cost of local services will be scrutinized at local level before the changeover in November.

The inspectors' findings will not be published and it can only be assumed that the Government will take account of their subjective but well-informed opinions.

The block grant is to replace the present rate support grant system. Under the new system the amount needed for education will be calculated according to an assessment of the differing needs of pupils and students, based on a number of defined factors such as social or economic disadvantage.

Officials from the DES and other ministries have been working on this assessment since the Spring and are thought to have come up with two different methods, as reported in *The TES* last week. Both methods have been criticized by local authority associations for being arbitrary.

A memo to all HMI, for action by district inspectors, says that the DES "wishes now to assure itself that the methodology it has evolved is reasonable in that it accords with common sense and informed professional judgment."

"The inspectors have, therefore, been asked..." If it could provide such a judgment to be used informally as an independent benchmark to set against the trial standard assessments the working group has produced.

It is not clear from the memo what particular information will be given to the district inspectors. However, it seems likely that they will receive the formulae which officials have proposed to use for calculating individual authority's spending needs.

Armed with these, the inspectors will be able to say how well their authorities will be covered by block grant and, if it falls short, what impact this will have on services.

The memo reads: "The task of HMI is to make a broad overall assessment, firstly of the effectiveness of the education provided by L.E.A.s, and secondly of the level and appropriateness of the provision of resources."

It stresses that like all HMI exercises, this exercise is independent. The decision to undertake it, the form and limits of the assessments offered, rested with the chief inspectors. It is a one-off piece of work which is said to have no direct bearing on the final level of grant for individual authorities.

"All that we are asked to help with is ensuring that whatever the system adopted for the calculation of grant, it should support the maintenance of the quality of education received by the pupil/student population as a whole."

Soviet scholarship offer to Third World

Developing nations have been offered an expansion of scholarship programmes in the Soviet Union to enter for students who can no longer afford to come to Britain, Third World delegates to the Commonwealth Education Conference in Colombo confirmed this week.

But British representatives at the conference have told delegates there is no hope of a relaxation of the fees policy this year. Any change would come only after an assessment of the effects of full cost fees on recruitment. *—TES.*

Comment

As much Warnock as possible

At first reading it seems that the three words that appear most often in the Government's White Paper on the Warnock report (page 3) are not, as you would expect, Special Educational Needs. They are Present Economic Circumstances. The White Paper is—as was the report—a sensible and practical review of what is possible. But the Government's definition of what is possible, and indeed economic, is much narrower than the committee's.

The most important, and welcome decision is that the law governing the classification of children needing special education will be changed, in line with modern knowledge about the nature and prevalence of handicap. Children will no longer be classified according to their main handicap—the needs will be individually assessed. And definitions of handicap will be widened.

But Warnock's idea of a "continuum" of provision for perhaps one in five of the child population looks like being severely limited in practice. The children who will count, in the new dispensation, are the much smaller number whose difficulties are severe enough for them to be "recorded" by the local authorities.

For those children, the proposals are clear and sensible—at least while they are in the mainstream of compulsory education. The important ingredients are that the "record" should be based on assessment by all appropriate professionals and by parents; that a special programme should be devised for each child; that parents should be able to see the record (not professional assessments); and that progress should be reviewed every year.

Parents are to have clear rights of appeal, both against decisions of local authorities to record (or not record) their child and against



Mr Warnock.

placements in schools they do not like. Provided authorities and professionals take the obligation to involve parents seriously, it all sounds fair and workable.

But the Warnock priorities were set outside the mainstream of five to 16 education. They considered the crucial areas were services for under-fives and over-16s, and teacher training. For all three, the White Paper goes in for exhortation rather than action.

The White Paper does give education authorities the power to work with under-twos, provided parents agree. But Warnock's strengthened peripatetic teaching services and the Court reports district handicapped teams are shelved. The White Paper falls back on the old desperate call for better coordination between services, which can be expected to depend as usual on the extent of professional rivalries, and the determination of the departments concerned to let the others do the spending wherever possible.

The section on 16-19 year olds also calls for better coordination, and for improved services without improved resources or special training. In the face of this, it was probably wise to reject the Warnock proposal for education departments to provide the education in the social services training centres. There is, however, a promise that the law on further education for the handicapped will be reviewed.

One Warnock recommendation that might have made a significant difference to parents and handicapped young people has been turned down flat. The committee wanted a "named person" to link parents and pro-

Platform

High youth unemployment could be solved by taking the 16 to 18s out of the jobs market into a work-based scheme of training says Morris Kaufman

Alternative to the 'scrap-heap'

It all depends on your pain or sensitivity threshold as to the level of young unemployment that sets your nerves jangling and causes you to ask, "What can we do?" But there cannot be many now who remain unaffected by the appalling level of young unemployment. Are we quite helpless in the face of what appears to be a national catastrophe? Even the Government is finding it necessary to indicate concern, and to hint that more money may be made available to keep the youngsters off the streets and out of the unemployed statistics.

But what indeed can we do? It is not merely that more out of work young people will require correspondingly more work experience or of types of Youth Opportunities Programme provision though this will be necessary in the immediate future. The fact is that outside this gross quantitative increase, a greater number of people being qualified for and taken on to the YOP opportunity, are going to join the dole queue once again. The numbers of long-term out of work youngsters is growing fast.

It has been said, comfortingly, in the past year or two that the YOP scheme actually creates jobs. Have not 70 per cent or more of the work experience placements transferred to the company payroll? Of course that has been true, and the reasons for it may have been several. It may be that employers find the scheme a useful selection mechanism or the young trainees may have been employed in preference to other possible recruits. But that as it may, many fewer youngsters are now being transferred from YOP to the payroll. The 70 per cent figure is falling fast. That it should be said does not detract from the necessity for the YOP or the strengthening of it.

The developing unemployment situation is clearly making the present or even officially envisaged schemes inadequate, even if we contemplate the present level as a temporary visitation. But there is every reason to believe that youth unemployment is now structural rather than cyclical. It is a phenomenon common to industrially advanced western countries, and is already of long standing. It is, for example, the United States. All the indications are that changing technology, which makes it possible for less work to deliver more goods and services, is relentlessly squeezing young people out of the labour market.

Mr Keith Joseph is no more right in this matter than he is on some others. He tells young people not to prize themselves out of the market by demanding high wages. If he reads the reply by one of his colleagues to a parliamentary question, he will see that the differential between young and older workers has barely changed in recent years. Wages of under-18s as a percentage of male and female adult rates (from the New Earnings Survey).

During the period 1974 to 1979 unemployment among the under-18s rose from 33,000 to 258,000. It is difficult to ascribe this eight-fold increase to the minuscule proportional changes given above. The recent editorial in *The TES* may well have been right when it stated that "the next few years may see the virtual elimination of ordinary employment for the under 16s". In that event, why should we not make a virtue of necessity, and withdraw that section of the population from the labour market? If our present employment crisis stems basically from our inability to produce more with less work, then



what is more logical than to reduce the amount of available working time or workers; a very simple thought which provides no justification for any of the 'cheap labour' schemes that are currently being peddled in one or other guise. Such schemes would of course defeat the very purpose of the exercise.

The foregoing is the "labour market" or "employment" reasoning, which derives from the ineluctable pressures of industrial progress. But there is another line of thought, starting from a consideration of the developmental needs of a large and neglected section of our young people, which leads to exactly the same conclusion.

More than 60 years ago, in 1917, the Lewis Report, issued from the government, drew attention to the neglect of the educational needs of early school leavers. The Fisher Act of the following year attempted to remedy the deficiency, but without success. Butler in his 1944 Act had another try and said that "We cannot fail in this matter in 40 years... if we sit and let this matter drift, no education reformer in the country will be able to lift his head in the future." He obviously underestimated our capacity for failure and the thickness of our skins. Using day-release as a criterion in this respect we have actually been moving backwards since 1966, when the total figure for 16 to 18-year-olds was a little more than a third of a million compared with over a million figures (1977) of just about a quarter of a million; less than 20 per cent of the young people of the age group at work.

Yet there has been a significant change in the terms of the discussion in the last few years which have witnessed a growing interest in the educational and training needs of the unskilled, the untrained and unemployed. This has been generated by YOP and perhaps even more by the very limited but significant development of the Unified Vocational Preparation (UVP) scheme for young people at work. Experiences of both schemes are having a profound influence on the youngsters, teachers, industrial trainers and the very limited but significant development of the UVP scheme for young people at work. Experiences of both schemes are having a profound influence on the youngsters, teachers, industrial trainers and the very limited but significant development of the UVP scheme for young people at work.

refer the reader to the comprehensive NFER Evaluation of UVP and to the evaluation of the industrially more limited programme of the Rubber and Plastics ITP for a discussion of the subject. The general drift of their major conclusions and of others in the field including the government Green paper *A better start in working life*, follows the lines indicated below.

● We are in no way restricted by notions of particular skills or job training. The objectives of the education/training under consideration are related to the transition from school to adult life of which work is a crucial element.

● The education/training programme must be work-oriented rather than educational institution based.

● The programme should consist of on-the-job and off-the-job elements (probably but not necessarily at college) which we should strive to integrate.

● The programme should involve a sympathetic adult, or "industrial tutor" at work who among other functions will aim to effect the integration.

● A residential period of a week or more is a most desirable and necessary component of the programme.

● It is fair to say that there is broad consensus on the points mentioned. At this moment, however, this would probably not be true about the duration of the programme. The Rubber and Plastics ITP recommends "a two year programme designed to give experience of working life, the acquisition of skills, the exercise of adult responsibility in a number of situations..." and so on. The Distribution ITP works to a 13 week scheme. "A Better Start..." proposes the same, though in both cases the more limited period espoused owes more to the practicalities of the moment than to a consideration of the needs of the young people or the industrial or social needs.

● But that as it may, the consensus on the rationale of provision for the post-16 school leavers has some important implications. One is that there is no real difference between the content of YOP and UVP. History and the needs of administration may have dictated the existence of the two schemes, but the distinction has no validity for the young trainee. Any such distinction even becomes destructive when we take into account the fact that any given young worker may be employed and unemployed during the 16 to 18-year period.

● The educational and training needs of young people in, or seeking work, call to an unprecedented extent, upon a joint contribution of industry and education. It is, therefore, manifestly inequitable that industry should be asked to bear the main cost and major responsibility for it. It quite clearly will not accept it. Government papers of any colour proposing it will merely extend the burden in this respect. But if we were to recognize that 16 to 18-year-olds at work are not yet workers on the employers' payroll, but "young workers and citizens in training" still within the ambit of education and training, then that would open the door to serious development programmes designed to mediate their entry into the adult world and help them acquire the admission ticket to it through the status of worker.

● The introduction of such a work-based scheme of education and training, in which the 16 to 18-year-olds would receive a "national wage" paid by the government would present a number of problems. It would, however, give us the opportunity of making the long delayed provision for the young school-leavers while reducing the labour market by something like 1.5 million workers. The cost when you come to do some sums and consider the alternatives is relatively limited. We may play about with cosmetic proposals, but they will deal neither with the urgent problems of generations reaching maturity on our society racked with unemployment. Tinkering with these problems is no longer a valid option.

Morris Kaufman is Chief Training Adviser, Rubber and Plastics Industry Training Board.

NEWS

Full timetable for graduates in training

by Bert Lodge

Student teachers will spend four and a half days a week in school throughout the whole of their postgraduate training year in an experimental course expected to be piloted at Newcastle Polytechnic in 1983.

This is a far higher proportion of time spent in school than has ever figured in previous teacher training courses. Up to ten years ago graduates could still enter the profession with no preparation at all for school practice. Most of the maths and science degrees still do, though few avail themselves of the privilege.

The course is outlined in the latest publication of the teacher education study group of the Society for Research into Higher Education. The organizers are Dr Frank Murphy, head, and Mr Kevin Gilham, principal lecturer, in the polytechnic's school of education. But in the same volume another teacher-trainer warns against a course depending so much time in school.

"Our academic freedom is precious," writes Mr Charles Hannam, senior lecturer in Bristol University school of education. "We must not surrender lightly by handing over too much of the teacher-training function to a group (school teachers) under the control of local education authority inspectors and local politicians."

Sixteen students, about one fifth of the polytechnic's usual secondary level intake, will take part in the Newcastle scheme, still to receive financial support from the Council for National Academic Awards.

They will all work in one big comprehensive school except for their final teaching practice, six weeks, spent in another school. They will be supervised by a team of teachers from the school and lecturers from the polytechnic.

One lecturer will work full time in the school and will reach for one third of the school timetable. Mr Gilham said this week teacher unions had agreed to support the experiment in principle but they were concerned about its effect on their members regarding extra remuneration and staffing in the event of the scheme being brought to an end. The local education authority had also expressed a cautious welcome.

One lecturer will work full time in the school and will reach for one third of the school timetable. Mr Gilham said this week teacher unions had agreed to support the experiment in principle but they were concerned about its effect on their members regarding extra remuneration and staffing in the event of the scheme being brought to an end. The local education authority had also expressed a cautious welcome.

Before the term "splitting the difference" is applied, the 16 students will each have a teaching load equal to one third of a full-time teacher. This will amount to an addition to the school's teaching strength of 5.34 teachers. Before the term "splitting the difference" is applied, the 16 students will each have a teaching load equal to one third of a full-time teacher. This will amount to an addition to the school's teaching strength of 5.34 teachers.

"Second, these graduates are not likely to be so risky from the school point of view as students who arrive on conventional blocks. Their capabilities and limitations will be known. In many ways they will be operating as specially protected members of the school staff."

Developments in PCEE, edited by R. Alexander and J. White, published by the NFER, West Sussex Unit of HE, The Dome, Upper Bognor Road, Bognor Regis, Sussex BN8 5JN, £3.50 inc. p.p. £3 for 1979 catalogue members for orders received before August 31.

Dyslexia research provides new aid

A weighty new contribution to the subject of dyslexia has been published by the Aston Language Development Unit at the University of Aston.

The *Aston Teaching Programme* is the result of more than 20 years' research by Dr Margaret Newman, assisted by Dr Margaret Newman. It is based on the work of the Aston Language Development Unit, which has been set up to study the development of language in children. The book is available from the Aston Language Development Unit, University of Aston, Birmingham B4 7ET, £10.00 inc. p.p. £8.00 for 1979 catalogue members for orders received before August 31.

NEWS

Walsall's Labour group sparks new row over jobs for the 'socially aware' More 'responsive' teachers sought

by Richard Garner

Walsall's ruling Labour group has fuelled a new controversy by urging party members who are school governors to discriminate in favour of teachers who "really understand the problems faced by children living in the area" when appointing new staff.

The town recently incurred the wrath of Mrs Margaret Thatcher, the Prime Minister, after its ruling Labour group avowed that it planned to discriminate in favour of candidates who were "socially aware" at interviews when appointing new staff. This was a hidden intent to discriminate against their members at interviews and now the policy's implications for the education department has led

to a teachers' union threatening legal action and condemnation of the authority from Mr Mark Carlisle, the Education Secretary. Mr Eric Allison, the chairman of Walsall's education committee, denied that the policy would impede Conservatives from being employed by the authority. He added: "What we are seeking is a more responsive attitude from the officers who are in contact with the public. We wish them to adopt something other than a hard-line bureaucratic approach. Our statement of intent doesn't make any specific reference to teachers who are, of course, appointed in a different way—often through governors' meetings where there are parent representatives and no political bias. It has long been our intention

with the appointment of teachers that one should consider whether or not teachers really understand the problems faced by the area served by the school, however." The Professional Association of Teachers, the union whose members have pledged never to go on strike, however, feel that the policy could have the same inherent danger as the town's overall recruitment policy and is considering the possibility of legal action against the authority. It is likely that action could be taken as a teacher felt he or she had been discriminated against.

Asked about Walsall's policy by PAT members last week, Mr Carlisle said: "Appalling as I find the concept of any form of political vetting on jobs offered by any local authority, it is almost worse when one considers that some concept coming into the area of teaching."

NALGO, the local government officers' union, is seeking a meeting with Walsall councillors next week to ask for an assurance that they will abide by nationally agreed conditions of service and employment. Mr Alan Jinkinson, its national secretary and conditional officer, said he condemned "any ruling political group of a council whatever its party colours may be seeking to appoint staff on the basis of their political affiliation."

Allison said that the Conservatives seemed to be insisting that the term "socially aware" meant "Socialist" but he did not think any Conservative would be barred from a job because of the statement of intent.

Schools will be "strongly recommended" but not compelled to issue the certificate. At present about half of the city's secondary schools issue a school leaving certificate of some kind: either the authority's present simple one or one of their own design.

A personality profile in the new certificate will record teachers' estimates of pupils' ability to get on with school, reliability, initiative, capacity to lead others, self-reliance, application, and willingness to cooperate.

These are rated on a five-point scale ranging from "excellent" and "good" to "average" and the negative ratings "below average" and "poor".

The notes for guidance for teachers filling in these forms say "poor" should only rarely be used and generous allowance should be made for "any pupil whose school life has been affected by personal or family difficulties".

No confidential information should be put on the form which is intended as a public document. The poor column is intended as a definitely negative category for use only when it is clearly deserved taking into account the whole situation.

The form also provides for comments on attendance, punctuality, sense of responsibility, and out of school activities where known as well as the subjects studied and attainments.

According to the notes for teachers, the certificate could "act as a motivating factor for pupils in the last year or two before reaching the statutory school leaving age; it is important therefore that pupils know well in advance that certificates will be issued and that a good certificate must be earned".

"Those pupils who are likely to leave school with few examination successes or other obvious achievements should know that effort and a positive attitude will be generally reflected in the certificate awarded. A certificate which will make a good impression on employers."

The certificate is expected to be in use next year.

Education authority officials will meet head teachers in the autumn to spell out the new relaxed rules on school dress.

Present regulations on the wearing of uniform are left to individual head teachers and vary greatly from school to school. Now the council hopes to save about £50,000 a year by withdrawing the grants, which last year averaged £18 and were paid to more than 4,000 pupils.

Parents applying for a grant next term will be told to consult the Department of Health and Social Security about a grant towards "clothing in general rather than distinctive clothing".

In practice, however, school uniforms are virtually indistinguishable from DHSS grants and, although ruling has been successfully challenged a few times, this "loophole" will be closed by new legislation in November.

"We chose to stop the uniform grant rather than make 'ratty cuts' in the basic provision of education," said Mr George Burton, chairman of the education committee.

"No authority has the legal right to insist that pupils wear uniform. It is a matter of parental choice. It is not what he is wearing and jeans and sweaters seem to me to be more sensible than many types of uniform."

Mr David Rogers, Liberal party member of the Conservative-dominated education committee, said that the decision was "disgraceful, hasty and ill-considered". It would make children from poorer families stand out from their fellow pupils because of their lack of uniform, he said.

Mr David Lupton, spokesman for a claimants rights group in the area, said that poor parents would be made to feel guilty because their children were not in uniform.

East Sussex's decision is an example of the general trend toward abolishing uniform. Parents, says Ruth Lister of the Child Poverty Action Group.



Dressing down in Sussex

From next term schools in East Sussex will no longer be able to insist that pupils wear uniforms. This follows the council's decision to stop paying grants towards the cost of uniforms to low-income families.

Education authority officials will meet head teachers in the autumn to spell out the new relaxed rules on school dress.

Present regulations on the wearing of uniform are left to individual head teachers and vary greatly from school to school. Now the council hopes to save about £50,000 a year by withdrawing the grants, which last year averaged £18 and were paid to more than 4,000 pupils.

Parents applying for a grant next term will be told to consult the Department of Health and Social Security about a grant towards "clothing in general rather than distinctive clothing".

In practice, however, school uniforms are virtually indistinguishable from DHSS grants and, although ruling has been successfully challenged a few times, this "loophole" will be closed by new legislation in November.

"We chose to stop the uniform grant rather than make 'ratty cuts' in the basic provision of education," said Mr George Burton, chairman of the education committee.

"No authority has the legal right to insist that pupils wear uniform. It is a matter of parental choice. It is not what he is wearing and jeans and sweaters seem to me to be more sensible than many types of uniform."

Mr David Rogers, Liberal party member of the Conservative-dominated education committee, said that the decision was "disgraceful, hasty and ill-considered". It would make children from poorer families stand out from their fellow pupils because of their lack of uniform, he said.

Mr David Lupton, spokesman for a claimants rights group in the area, said that poor parents would be made to feel guilty because their children were not in uniform.

East Sussex's decision is an example of the general trend toward abolishing uniform. Parents, says Ruth Lister of the Child Poverty Action Group.

The Hampshire-based board will also use the new equipment to improve the standards of examining standards and consistency.

Non-academic efforts to go on record

by Bob Dow

Birmingham is to introduce a new school leaving certificate for all pupils recording such things as punctuality, initiative and reliability as well as academic achievements.

The idea is to provide some motivation for pupils in the last two years of schooling. Those unlikely to obtain O levels or CSEs are expected to benefit from it most though it has been designed by a team of Birmingham teachers and inspectors to be suitable for all pupils.

Schools will be "strongly recommended" but not compelled to issue the certificate. At present about half of the city's secondary schools issue a school leaving certificate of some kind: either the authority's present simple one or one of their own design.

A personality profile in the new certificate will record teachers' estimates of pupils' ability to get on with school, reliability, initiative, capacity to lead others, self-reliance, application, and willingness to cooperate.

These are rated on a five-point scale ranging from "excellent" and "good" to "average" and the negative ratings "below average" and "poor".

The notes for guidance for teachers filling in these forms say "poor" should only rarely be used and generous allowance should be made for "any pupil whose school life has been affected by personal or family difficulties".

No confidential information should be put on the form which is intended as a public document. The poor column is intended as a definitely negative category for use only when it is clearly deserved taking into account the whole situation.

The form also provides for comments on attendance, punctuality, sense of responsibility, and out of school activities where known as well as the subjects studied and attainments.

According to the notes for teachers, the certificate could "act as a motivating factor for pupils in the last year or two before reaching the statutory school leaving age; it is important therefore that pupils know well in advance that certificates will be issued and that a good certificate must be earned".

"Those pupils who are likely to leave school with few examination successes or other obvious achievements should know that effort and a positive attitude will be generally reflected in the certificate awarded. A certificate which will make a good impression on employers."

The certificate is expected to be in use next year.

Euro consultant is new professor

Dr Eileen Byrne has been appointed Professor of Education at the University of Queensland in Brisbane. She takes up her post in January next year.

Dr Byrne is currently an education consultant to the Commission of the European Communities and to UNESCO. She has wide experience of local education authority administration and is a founder member of the Business Education Council.

Examiners to get computer help

The Associated Examiners Board has bought a new computer to help process the results of 500,000 candidates and a million subject titles each year.

The Hampshire-based board will also use the new equipment to improve the standards of examining standards and consistency.

The Hampshire-based board will also use the new equipment to improve the standards of examining standards and consistency.

NEWS

In brief

Core: 'need for economics'

Economics teachers have complained to the Government about the need for more economics studies in its plans for a common core curriculum. The Economics Association has told education ministers that every pupil needs a framework of basic economics before he leaves school in order to understand the world and its institutions.

Responding to the Government's document *A Framework for the school curriculum*, the association says it is seriously concerned that "specific reference to economics education is confined to a brief mention."

In terms of changes in social attitudes and values, new economic circumstances and employment patterns, and the extension of knowledge, it is essential to find a larger and more central place within the curriculum for appropriate content in the area of economics.

Ups and downs of grants to students

There was a three per cent drop in the number of full value discretionary grants to students between 1977-78 and 1978-79, although the number of new awards made rose from 30,000 to 31,000. The number of mandatory grants fell by one per cent because of the cut in teacher training places.

However, the number of post-graduate awards made by the DES and the Research Councils was up by 400 to over 17,000—the highest recorded.

These are the main facts to appear in the latest Statistical Bulletin from the DES, 'Student Awards—Provisional Figures for 1978-79'. It shows that L.A.s. were paying 320,000 mandatory and 50,000 full value discretionary awards in that year, at a total cost of £528m. This compares with total expenditure of £468m in 1977-78.

Local authorities paid the full grant of 29 per cent of all dependent students, that is those whose grant is subject to a parental contribution. A quarter of dependent students at university received the full grant, compared with a third at further education establishments.

Fewer books bought

Schools bought one million fewer books in the first three months of this year than in the same period last year.

This represents a drop of 13 per cent, from 7.5 million to 6.5 million, according to figures from the Educational Publishers Council. The total number of school books bought last year was down in turn by one million over 1977.

The Council's director, Mr John Davies, said that books accounted for less than one per cent of educational spending. The facts contradicted the Secretary of State's claim that cuts could be made without affecting classroom resources, he said.

End to foreign check

Forty foreign students have been sacked from their holiday jobs with an examination board. The students, employed by the Associated Examining Board in Hampshire to check marks totals, were found to be working illegally with no work permits.

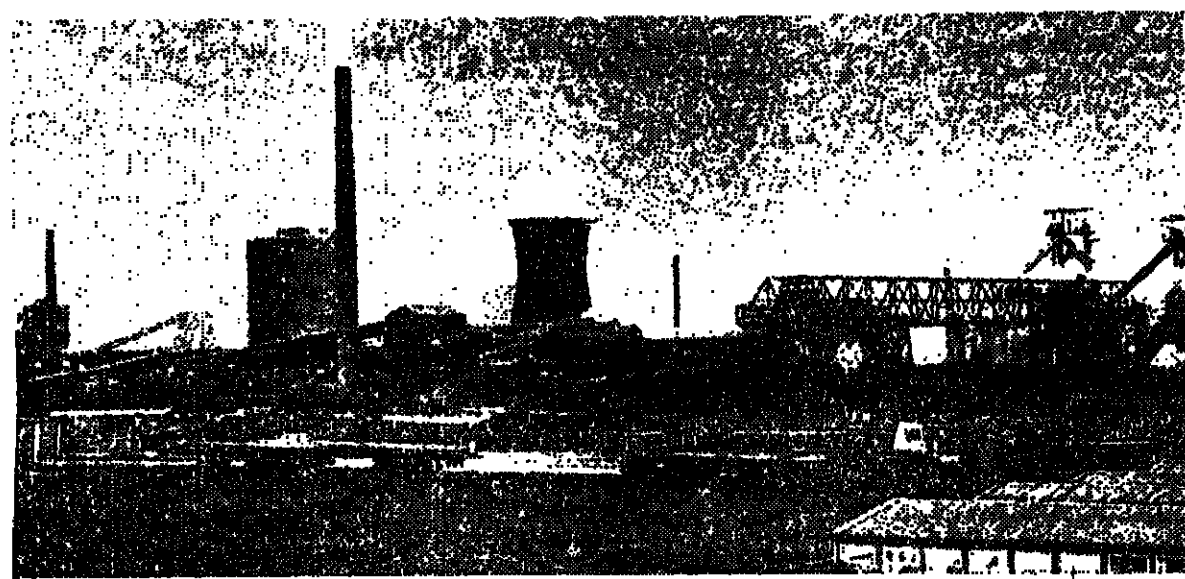
Now the Department of Employment is insisting that Britons get the jobs instead. Work permits are normally granted only for jobs which cannot be filled by local residents. The board had been unable to find suitable indigenous workers to fill the jobs in the past.

Nursery status

Nursery nurses need a proper career structure if their poor status is to improve, says the National Union of Public Employees.

NUPES is giving evidence to a panel of inquiry on nursery nurse training. It has been strongly critical of the National Nursery Examination Board which, it says, is not accountable to government or local authorities and fails to consult trades unions.

Biddy Passmore concludes the series on school-leaver unemployment with a report on Consett, Co. Durham



Consett steelworks: the town's jobless total will rise by one third on September 30

Steel town blues

When the huge steel works closes on September 30, the total unemployment rate in Consett will shoot up to a third.

But unemployment is a familiar spectre in Derwentside. In addition to the 3,700 jobs due to go in Consett this autumn, there are the estimated 15 to 20,000 destroyed by the National Coal Board in the Stanley area during a short and brutal period of rationalisation in the 1950s.

Last year's steel strike speeded up the general decline. Steel-dependent and steel-related industries such as transport, textiles and construction were badly hit and a steady trickle of redundancy notices is still coming in.

"The closure of the steel works is just the latest in a series of kicks in the teeth the people could have had," Ken Wilkinson, the local careers officer, commented. "And in Consett's case, the worst."

For this year's school-leavers, the closure is something that affects their fathers more directly than themselves. Very few go straight from school into a job with the British Steel Corporation and the number has been declining in recent years. Only about 14 apprentices and 25 junior operatives were taken on last year. In all, the number of young people in training at the steel works is about 200.

Still, the closure narrows down their choice of jobs even more and its ramifications will extend far beyond the steel industry. Companies badly affected during the steel strike can only decline further when the works shuts down. And the retail and service sector, now relatively buoyant, will probably slump in the next year or two, after the £30m in redundancy payments has worked its way through.

In terms of bald statistics, the position could hardly be worse. Last month, there were 868 unemployed young people in Derwentside, of whom 417 were in Consett. Yet Consett careers office has not a single vacancy on its books and two vacancies that have come up since May were snapped up straight away. Careers officers have nothing to offer the 40 or 50 anxious youngsters who visit them every day, other than a place on the Youth Opportunities Programme or a place in the dole queue.

However, the position does not seem so bleak after reading the actual destination of last year's fifth-formers. Well over a third stayed on in full-time education—and a further third went straight into apprenticeship or some kind of full-time work, mostly clerical or in the retail industry. Nearly a sixth entered the Youth Opportunities Programme. Only 50—out of over 700—were genuinely unemployed.

Consett's young people get sound teaching and good careers advice at the two secondary schools: Moor-side, a 11 to 16 former secondary modern and Black Pynes, the ex-grammar school covering the 11 to 18 range.

Black Pynes has 1,200 pupils, most

of whose parents are steel workers. It has a strikingly good academic record, a high staying on rate and an unusually high proportion of its pupils—27 per cent—end up in full-time further or higher education. But it is also expert at teaching its pupils how to get jobs, whatever their ability.

Back in the late sixties, the school was the first in County Durham to introduce a school-based work experience scheme. That still continues, as part of an integrated careers, health and political education programme starting in the third year.

The work experience scheme gives all pupils the opportunity to test their choices in the field. "We don't just show films about jobs," said the deputy headmaster, Jan Parker, who is responsible for co-ordinating the careers programme. "Every fifth and sixth form pupil has the opportunity to go out and spend one week actually trying out what they want to do—at work, in a polytechnic, in a university. That one week's experience is the most valuable part of the whole programme."

However, children are given some pretty realistic advice before they get that far. In a fourth-year careers class for middle band children, the absence of false illusions about the difficulties they will face next year is remarkable.

'Jobs lost cannot be absorbed in a few months'

After a pep talk about the need for as many good exam qualifications as they can get ("that means lots of hard work next year") and employers' interest in maths ("because not many people have got it"), the careers teacher, Mrs Margaret Cobb, tells her class they will have to use their initiative.

"You will have to look around for jobs—they won't come looking for you," she warns. "Firms with vacancies need to advertise. So many people haven't got jobs round here that they go round applying, so the employer just has to flick through the top six applications. So if you find somewhere you want to work, pester the employer relentlessly so that he knows you are in the nicest possible way of course!"

Then she asks the 64,000-dollar question: "And what do you do if there aren't any jobs in the Consett and Stanley area?"

"Move away."

"Where are you going to move to?" she asks.

"Towns and cities," comes the blithely reply, images of bright lights and pleasure before their eyes.

"Yes, but go to where there are jobs," is the teacher's down-to-

earth comment. "Don't go to Hartlepool, any, where there aren't any. And try and make sure you've got a job before you go. You might as well be unemployed and on supplementary benefit at home as in some little flat somewhere else, where you can't pay the gas bill."

If they want to move away, she advises them to go to a place where they have relatives or into the armed forces, a popular option with young people in the Newcastle and Durham area, who are attracted by the ideas of security and skilled training.

Careers officers are concerned at the implications for young people of Government exhortations to "get mobile." "Very few young people are prepared to move away from home at 16 or 17," Mr Dermot Dick, county careers officer says. "At 18 it's a different story if they have some identifiable skill to sell and they are also eligible for a TOPS training scheme. But before that, where are they to go? There is a tremendous social and moral responsibility in advising young people to move away from home to a very uncertain situation elsewhere."

At a careers class with the top band, aspirations were higher. Every pupil in a class of about 25 was planning to stay on into the sixth form and take A levels. There are few signs of the brightest leaving straight after O levels to get jobs here. Indeed, the deputy headmaster says he is worried that half of this year's 180 fifth-formers will return to school in the autumn—more than the school can readily accommodate without timetable problems.

But all that may change. When most of the pupils are thrown out of work in the autumn, there may be greater pressure on the young to start bringing some income into the family. A number of families may simply move out of the neighbourhood altogether.

Future shift form numbers are so uncertain that plans to merge Black Pynes's sixth form with the FE college to form a tertiary college have been abandoned for at least the next five years.

For those school leavers who can't find real jobs, the Youth Opportunities Programme is on hand to provide the best available alternative. YOP now caters for about 500 unemployed school-leavers in the area. Most are on short courses at the local FE college or on work experience schemes lasting six or twelve months.

The main problem is the lack of employer-based schemes. "As the firms in the area go into a downward spiral of short-time working, redundancies and then full closure, employer-based work experience schemes are very few and getting fewer," pointed out Mr Dick. "This is a problem even before the steel works closes."

Most of the work experience gained by young people on YOP is therefore in community schemes, the largest being mounted by Aga Khan. These are bound to offer worse long-term prospects for the

participants than schemes based on firms where there are permanent jobs. The figures speak for themselves. In Consett, only 20 per cent of young people taking part in work experience schemes got permanent jobs afterwards. The national average is 60 to 70 per cent.

Starting this autumn, county and MSC officials hope to be able to offer "son of YOP"—an integrated one-year package of training and work experience with careers advice at every stage, so that the present YOP-dole-YOP is stopped.

But what of the future for this town, perched high up among beautiful countryside—a huge BSC complex looking out, incongruously, over green fields?

The answer must be that the future is less bleak than it seems at first sight—and might just be rosy.

First, local councillors and British Steel Corporation itself seem to have persuaded the Government that Consett's problem is solvable. "We have persuaded them to go for regeneration rather than evacuation," Mr Paddy Naylor, founder and chairman of Job Creation Limited and a former BSC executive, said. The Government has already given £12 million for factory building by the English Industrial Estates Corporation and their prime site is in Consett.

Among enterprises trying to create new job opportunities in the district, perhaps the most important is a little-known subsidiary of BSC itself: British Steel Corporation (Industry) Ltd. Started up about five years ago to mitigate the damage wrought by the steel giant as it tried to streamline its operations and become profitable, the company has really become effective in the last 2 or 3 years.

Alan Humble, BSC (Industry) coordinator for Derwentside, is well aware of the magnitude of the problem in Consett. He was brought in a year ago to help with the control of BSC's operation in the town—before the decision to close the works down entirely had been reached. All of a sudden, he found his task had assumed mammoth proportions.

"There is no way the number of jobs that will be lost can be absorbed in the short term in terms of recruitment," he says bluntly. "I hope we can make significant inroads in 18 months or two years. Anyone who suggests it can happen overnight is mad. But I think I hope that businesses may be created here that people would otherwise have dreamt of going to."

He and his colleague, Laurie Haveron, are trying to tap three potential sources of employment: "footloose industry," that wants to locate a project somewhere, does not care where it goes and is willing to expand and enterprising individuals prepared to set up on their own.

NEWS

Professional Association of Teachers' conference at Cardiff
Burnham profile study delay

by Richard Garner

The long-awaited review of union membership of the Burnham committee, which negotiates teachers' pay, has been delayed. Mr Mark Carlisle, the Education Secretary, told the Professional Association of Teachers' Conference last week.

Mr Carlisle said he had asked all the teachers' organizations to submit up-to-date figures of their membership in maintained schools in England and Wales to allow him to announce the results of his review by the end of September.

"We have not yet obtained figures on a comparable basis for each teacher union," he added, "and we are obliged to seek the best advice of the other parties in Burnham—the local education authorities."

During the speech, Mr Carlisle also went on to attack Labour party plans—published last week—in phase out private schools. He said they were "an act of educational vandalism."

"It is a gross abuse not only of the various declarations of human rights but of the individual right of anybody in a democracy to choose to educate his child as he wishes," he added.

Mr Carlisle also said he "admired" the stance PAT had taken on giving a pledge that its members would never strike, adding: "I cannot see how certain groups can reconcile their professional responsibilities with any decision to go on strike part-way through teaching a child."

The Professional Association of Teachers is seeking recognition from the Department of Education and Science and after Mr Carlisle had spoken—passed a resolution announcing it intended to pursue its campaign for a seat on the Burnham committee. At present the National Union of Teachers has a majority of the seats.

Colleges should weed out incompetent teachers before they reach the classroom, Mr Keiran Salter, national chairman of PAT, told the conference during a debate on education standards.

Members of the union overwhelmingly backed a motion criticising teacher training establishments for failing to meet the needs of probationary teachers—and later went on to urge Mr Mark Carlisle, the Education Secretary, to study the possibility of devising an effective method of making the profession less secure for incompetent teachers.

Mr Salter said: "It must be the job of all colleges and universities to ensure that the training is as comprehensive and relevant as possible so that when their students leave to take up probationary posts they do not cause a undue burden on the qualified."

"I believe many colleges are failing in this respect. We must have a stringent weeding out of students who are unable to make the grade, though some of them may be very bright. We must also weed out the lecturers who are unable to make the grade, even though they, too, are a minority."

He said there should be more teaching practice or school visiting during training and that courses should cover such items as guidance, common illnesses and health and safety legislation.

Later, during the debate on controlling ways of making the profession less secure for incompetent teachers, Mr Salter said it was "our responsibility to weed out those who are weak," adding that one way would be through a Teachers' General Council.

Mr Carlisle, in his address to the conference, felt it was "a great honour" to have a general council similar to the British Medical Association. "I will give all the support and encouragement I can to establishment of such a council," he said. However, he felt it would be wrong for the Government to set it up.

Mr Carlisle said he had asked all the teachers' organizations to submit up-to-date figures of their membership in maintained schools in England and Wales to allow him to announce the results of his review by the end of September.

"We have not yet obtained figures on a comparable basis for each teacher union," he added, "and we are obliged to seek the best advice of the other parties in Burnham—the local education authorities."

During the speech, Mr Carlisle also went on to attack Labour party plans—published last week—in phase out private schools. He said they were "an act of educational vandalism."

"It is a gross abuse not only of the various declarations of human rights but of the individual right of anybody in a democracy to choose to educate his child as he wishes," he added.

Mr Carlisle also said he "admired" the stance PAT had taken on giving a pledge that its members would never strike, adding: "I cannot see how certain groups can reconcile their professional responsibilities with any decision to go on strike part-way through teaching a child."

The Professional Association of Teachers is seeking recognition from the Department of Education and Science and after Mr Carlisle had spoken—passed a resolution announcing it intended to pursue its campaign for a seat on the Burnham committee. At present the National Union of Teachers has a majority of the seats.

Colleges should weed out incompetent teachers before they reach the classroom, Mr Keiran Salter, national chairman of PAT, told the conference during a debate on education standards.

Members of the union overwhelmingly backed a motion criticising teacher training establishments for failing to meet the needs of probationary teachers—and later went on to urge Mr Mark Carlisle, the Education Secretary, to study the possibility of devising an effective method of making the profession less secure for incompetent teachers.

Mr Salter said: "It must be the job of all colleges and universities to ensure that the training is as comprehensive and relevant as possible so that when their students leave to take up probationary posts they do not cause a undue burden on the qualified."

"I believe many colleges are failing in this respect. We must have a stringent weeding out of students who are unable to make the grade, though some of them may be very bright. We must also weed out the lecturers who are unable to make the grade, even though they, too, are a minority."

He said there should be more teaching practice or school visiting during training and that courses should cover such items as guidance, common illnesses and health and safety legislation.

Later, during the debate on controlling ways of making the profession less secure for incompetent teachers, Mr Salter said it was "our responsibility to weed out those who are weak," adding that one way would be through a Teachers' General Council.

Mr Carlisle, in his address to the conference, felt it was "a great honour" to have a general council similar to the British Medical Association. "I will give all the support and encouragement I can to establishment of such a council," he said. However, he felt it would be wrong for the Government to set it up.

Mr Carlisle said he had asked all the teachers' organizations to submit up-to-date figures of their membership in maintained schools in England and Wales to allow him to announce the results of his review by the end of September.

Mr Carlisle said he had asked all the teachers' organizations to submit up-to-date figures of their membership in maintained schools in England and Wales to allow him to announce the results of his review by the end of September.

"We have not yet obtained figures on a comparable basis for each teacher union," he added, "and we are obliged to seek the best advice of the other parties in Burnham—the local education authorities."

During the speech, Mr Carlisle also went on to attack Labour party plans—published last week—in phase out private schools. He said they were "an act of educational vandalism."

"It is a gross abuse not only of the various declarations of human rights but of the individual right of anybody in a democracy to choose to educate his child as he wishes," he added.

Mr Carlisle also said he "admired" the stance PAT had taken on giving a pledge that its members would never strike, adding: "I cannot see how certain groups can reconcile their professional responsibilities with any decision to go on strike part-way through teaching a child."

The Professional Association of Teachers is seeking recognition from the Department of Education and Science and after Mr Carlisle had spoken—passed a resolution announcing it intended to pursue its campaign for a seat on the Burnham committee. At present the National Union of Teachers has a majority of the seats.

Colleges should weed out incompetent teachers before they reach the classroom, Mr Keiran Salter, national chairman of PAT, told the conference during a debate on education standards.

Members of the union overwhelmingly backed a motion criticising teacher training establishments for failing to meet the needs of probationary teachers—and later went on to urge Mr Mark Carlisle, the Education Secretary, to study the possibility of devising an effective method of making the profession less secure for incompetent teachers.

Mr Salter said: "It must be the job of all colleges and universities to ensure that the training is as comprehensive and relevant as possible so that when their students leave to take up probationary posts they do not cause a undue burden on the qualified."

"I believe many colleges are failing in this respect. We must have a stringent weeding out of students who are unable to make the grade, though some of them may be very bright. We must also weed out the lecturers who are unable to make the grade, even though they, too, are a minority."

He said there should be more teaching practice or school visiting during training and that courses should cover such items as guidance, common illnesses and health and safety legislation.

Later, during the debate on controlling ways of making the profession less secure for incompetent teachers, Mr Salter said it was "our responsibility to weed out those who are weak," adding that one way would be through a Teachers' General Council.

Mr Carlisle, in his address to the conference, felt it was "a great honour" to have a general council similar to the British Medical Association. "I will give all the support and encouragement I can to establishment of such a council," he said. However, he felt it would be wrong for the Government to set it up.

Mr Carlisle said he had asked all the teachers' organizations to submit up-to-date figures of their membership in maintained schools in England and Wales to allow him to announce the results of his review by the end of September.

Meals 'reprieve' as Manchester cuts £5.5m

Councillors in Manchester have approved a £5.5m cut in this year's education budget but have fallen short of a higher target by refusing to raise the price of a school meal above 40p and by refusing to charge for school milk.

The education committee met last Thursday to make economies worth £6m to help stave off a financial crisis in the city. The full council had met the previous day and approved a package of spending cuts and rent increases totalling £22m.

The committee, which acted with the power of the full council, fell £500,000 short of its target by rejecting a 15p school meal increase and opting for a 5p rise, by refusing to charge for school milk which would have raised £100,000 and by reducing discretionary awards by only £100,000 rather than by £700,000.

The shortfall means the search for cuts must continue.

The cuts approved mean that Manchester Polytechnic must reduce spending by £1,045,000 this year on top of a £1.2m cut ordered in March. The city's college of higher education must cut by £135,000 and further education colleges must find £300,000.

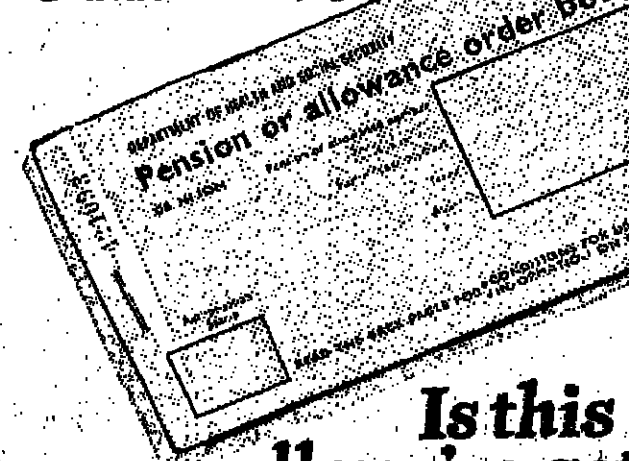
The Labour-controlled council has guaranteed there will be no forced redundancies but members agreed to save £450,000 by not filling vacancies and by redeployment of teachers.

Schools must save £55,000 on books and materials and £250,000 on fuel, light, cleaning bills and water. Community education will have to be cut by £60,000, evening classes by £92,000 and the youth service by £73,000.

Mr Norman Morris, leader of the council who has faced rebuffs within his own group, said nobody welcomed the cuts or claimed they would not do damage, but action this year would save the people of Manchester from more massive cuts next year. He described the city's problems as approaching a crisis of doomday proportions.

The education committee rubber-stamped the plan by Manchester's chief education officer to abolish sixth forms and to create 11 to 16 schools with tertiary colleges from September 1982. A draft development plan is being drawn up and public meetings will be held in the autumn with a view to a final decision being taken by the end of the year.

You spend your life looking after others.



Is this all you've got to look forward to?

- * SWPF offers pension schemes tailor-made to the needs of charities and voluntary organisations etc.
- * Independent fund - pays no commissions, therefore low management expenses
- * First class investments mean great value for money - even for early leavers
- * Democratic - members elect management and are kept fully informed
- * Cautious quotations ensure realistic expectations
- * Just send coupon for full details

Social Workers Pension Fund

Name _____

Address _____

Postcode _____

03 95 Borough High Street, London SE1 1NL 01 403 0301

Spreading the Gospel at a Somerset girls' school resulted in dismissal for Heather Papworth. Bert Lodge spoke to her recently

Testaments to youth

Cold and tired, stumbling through a canteen door at the end of a night shift, you'd want the steamy mug of cheer to be handed to you by somebody like Heather Papworth. And if she was wearing a Salvation Army hat's bonnet, you wouldn't be surprised.

She is a large, joyful woman. Happiness radiates from her like warmth from a tea urn, because for her the Gospel is exactly that: "good news".

Good news has this habit of spreading. That is what Miss Papworth was doing. But after complaints from the local vicar, she lost her job as housemistress at a 600-pupil girls' independent school in Bruton, Somerset.

The insistence of the chairman of the governors, Mr Paul Hobhouse, that this is not why she was sacked will continue to seem unconvincing as long as he fails to explain why Miss Papworth got her notice in April, the day after she refused to give him an undertaking to cease her spread-the-Gospel activities.

Miss Papworth refused to meet The TES and insisted that almost all his brief telephone conversations with her off the record, so his point of view cannot be made known. What can be so harmful about Bible study groups?

Perhaps because, in an age of scepticism and watery faith, they were conducted by somebody who actually believes in all that stuff.

"I live the Bible. It's my life," she declares. Real believers often have had an upsetting effect on the rest of us, particularly the religious establishment.

Another notable supporter was the deputy, Miss Wendy Cole, on the staff at Bruton for the past 31 years. She accompanied Miss Papworth as a friend to her meeting with the governors which culminated in the dismissal being confirmed.

"She told them that if I had made more Christian impression on the pupils in five months than she had in 30 years, then she had failed," Miss Papworth said, admiringly.

At the heart of this affair is the question: how far is it the job of the religious education teacher to impart faith besides just talking about it? Mr Atkin is on record as believing the teacher should make no attempt to influence the child in either accepting or rejecting it. He is in illustrious company.

At a multi-faith national conference two years ago on the shortage of religious education teachers, the then Archbishop of Canterbury said the same thing. But not all the platform agreed. The Chief Rabbi argued that an obligation was on the older generation to the younger was the "transmission of faith".

Miss Papworth is the sort of believer who would neither understand Mr Atkin nor the Archbishop nor the word "obligation".

When contacted by telephone he stated that he himself had been assured by the chairman of the governors that the decision to get rid of Miss Papworth was independent of anything he had done. He then seemed relieved to announce that he was leaving next day for Germany for three weeks and therefore would be unavailable for a personal meeting.

But he agreed that besides reporting his encounter with the pupils he had "received from parents a number of expressions of dismay at the methods used of biblical teaching and had simply passed them on to the headmistress".

Indeed he had. He sent two memos during the month of March, totalling six pages. Out of charity to Mr



Heather Papworth: "I live the Bible. It's my life."

that she was accused of rejecting the theory of evolution. "I am a scientist. Evolution is a theory which I approach as a scientist should any theory. I still believe in a Creator."

This 41-year-old teacher of maths and scripture opted for a different career because: "I wanted a change from being dominated by examinations. I liked the idea of a job where the primary responsibility was that of housemistress. I got so involved in maths I was losing sight of children."

So how did criticism against her begin? "Well, it has to be recognized that complete conviction may sometimes come over as a form of arrogance. Perhaps this, as well as religion, rubbed off on some of the girls."

In any case, it seems that one of the 14-year-olds approached the local vicar over her commitment service in the village church on Sunday morning in January (the Church of England girls attended regularly on

Sundays). Her attitude of irreverent challenge disconcerted the Rev. Courtney Atkin, 61, priest in charge for only a few months before Miss Papworth arrived in the village.

When contacted by telephone he stated that he himself had been assured by the chairman of the governors that the decision to get rid of Miss Papworth was independent of anything he had done. He then seemed relieved to announce that he was leaving next day for Germany for three weeks and therefore would be unavailable for a personal meeting.

But he agreed that besides reporting his encounter with the pupils he had "received from parents a number of expressions of dismay at the methods used of biblical teaching and had simply passed them on to the headmistress".

Indeed he had. He sent two memos during the month of March, totalling six pages. Out of charity to Mr

Atkin, Miss Papworth has flatly refused permission for any of the score or so of specific criticisms to be published. So the conclusions of the headmistress who answered each one in writing must suffice. "Some damaging and libellous inferences and some points frankly laughable".

The allegation about which Mr Atkin felt "even more strongly" is imperative that I should know the truth. It is possible, says Miss Papworth, by reported, "that Miss Papworth has taken girls, including at least one recently confirmed Anglican to a church (St Philip and St Jacob, Bristol—specifically cheapened by the incumbent to 'Pip n' Jay') which, though nominally Anglican, can, by no stretch of the imagination, be said to conform to the Anglican tradition (on the one occasion on which I have visited the church there was not a single liturgical service, not even a holy communion on Sunday)".

Where was the headmistress while all this was happening? Miss Desirée Cumberlege, head of Bruton for the past 16 years, supported Miss Papworth throughout and publicly dissociated herself from the dismissal notice. Miss Papworth describes her as a fine Christian woman. But the fact that she was retiring at the end of the summer term put her at a disadvantage in defending her housemistress (that, plus the Christian refusal she shares with Miss Papworth to regard anybody in the world as an enemy and treat them accordingly).

Another notable supporter was the deputy, Miss Wendy Cole, on the staff at Bruton for the past 31 years. She accompanied Miss Papworth as a friend to her meeting with the governors which culminated in the dismissal being confirmed.

"She told them that if I had made more Christian impression on the pupils in five months than she had in 30 years, then she had failed," Miss Papworth said, admiringly.

At the heart of this affair is the question: how far is it the job of the religious education teacher to impart faith besides just talking about it? Mr Atkin is on record as believing the teacher should make no attempt to influence the child in either accepting or rejecting it. He is in illustrious company.

At a multi-faith national conference two years ago on the shortage of religious education teachers, the then Archbishop of Canterbury said the same thing. But not all the platform agreed. The Chief Rabbi argued that an obligation was on the older generation to the younger was the "transmission of faith".

Miss Papworth is the sort of believer who would neither understand Mr Atkin nor the Archbishop nor the word "obligation".

When contacted by telephone he stated that he himself had been assured by the chairman of the governors that the decision to get rid of Miss Papworth was independent of anything he had done. He then seemed relieved to announce that he was leaving next day for Germany for three weeks and therefore would be unavailable for a personal meeting.

But he agreed that besides reporting his encounter with the pupils he had "received from parents a number of expressions of dismay at the methods used of biblical teaching and had simply passed them on to the headmistress".

Indeed he had. He sent two memos during the month of March, totalling six pages. Out of charity to Mr

Village school fears as lease expires

A county council's failure to renew the lease on a village primary school has led to a teacher and his wife being ordered to leave.

Mr Stephen King, a teacher at nearby school and his wife, Bellinda, are asking the Local Government Ombudsman to investigate the action of Suffolk County Council in failing to renew the lease of Audney village primary school, near Sudbury, Suffolk, which expired last week.

The couple live in a house attached to the school, which is owned by a trust fund, the Wythe's Reversionary Settlement, and villagers are worried that the county council's failure to renew the lease may herald the closure of the village school, which has 30 pupils.

At present, Suffolk County Council is attempting to compulsorily purchase the village school from the trust. Meanwhile, planning permission has been given for residential development on the site but officials stress this is only a way of assessing the market value of the land so the purchase price can be worked out.

Education officials say there are no plans to close the village primary school and are optimistic that there will be no snag which will prevent it from reopening in September, when the lease will have expired.

Mr Hamish Anderson, the county land agent whose department would be responsible for overseeing the renewal of the lease, said: "We require the school for many years. It is just that the county council did not serve the legal notice which would have granted us an extension of the lease or allowed us to ask for one."

He refused to comment on why the legal notice had not been served, adding: "This is a matter for the Ombudsman if he is going to investigate it." He said that the county council did not want the school house as it was not a housing authority.

He went on: "It is a good investment to buy for the ratepayers of the county if we own it rather than continue to lease it. In 10 to 15 years, should it ever become necessary, we have got something to sell and an authority."

Meanwhile, Mr and Mrs King, who say they could not afford to buy the house, have been offered alternative accommodation by the district council just three weeks before they would have been evicted from the school house. The General Accident Fire and Life Assurance Corporation, which acts for trust, said that the lease originally expired last December but was extended to July to help the children's compulsory purchase plans should be agreed soon.

The board is so worried that there will be a shortage of skilled people to run the economy picks up that it has added £125,000 to help train apprentices to its normal levels.

The extra training grant of £150,000 is being considered for all apprentices.

YOP experience could have far-reaching impact

The Youth Opportunities Programme is potentially a development of enduring educational and social significance, says a report published by the Organisation for Economic Co-operation and Development.

The report, prepared for OECD's Centre for Educational Research and Innovation by Tony Watts, executive director of the National Council for Careers Education and Training, examines the reactions of British young people to work experience both in schools and in the workplace.

Dr Watts points out, however, that many youngsters started out by moving to a social problem. YOP offers a structured programme for legitimizing such mobility and using it creatively.

Discussing whether this kind of "vocational" period could be extended to a wider range of youngsters, the report concludes that the unemployed, particularly young people, should be encouraged to take part in work experience as a form of social and educational training.

Dr Watts reflects the proposal forward by the Industry Training Board, which says that all leavers should become citizens in training until they are 18. He says that the current situation on the grounds of its cost and the hostility it would be likely to attract in young people whose dependency on the state is a major factor in their unemployment. He says that the curriculum by confining schools to

School to work

Payments should stay, says Manpower Services Commission

Allowance cut-backs will be resisted

by Mark Jackson

Any attempt by the Government to cut or cut back allowances paid to youngsters in the programmes run by the Manpower Services Commission.

The allowances make up the bulk of the cost of the programmes: to pay them would seem the easiest way of paying for the big expansion of the programmes which will come within the next few weeks, and the further expansion which will inevitably follow as youth unemployment continues to rise during the next year.

Apart from the extra numbers it is likely that youngsters will be spending much longer in the schemes.

Some Ministers have been asking why it should be necessary to pay allowances above the normal supply of jobs to tempt youngsters into programmes which are said to be for their own good: Lord Corrie, the Minister responsible for youth employment, has talked of subsidising benefits from the state to make part of the scheme, the carrot of an allowance

might seem redundant. Under existing legislation, a supplement benefit can be withheld from those who refuse an offer of what the Employment Secretary considers is suitable training or instruction.

When YOP's temporary predecessor, the Work Experience Programme, was running, the Department of Health and Social Security decided that this sanction did not apply to it because it was closer to education than to training.

The same principle was taken to apply to work experience projects in YOP, but the Commission accepted that, theoretically, the sanction could be used against any youngster who refused some of the other kinds of YOP activities such as short courses.

But one of the last acts of Mr Albert Booth, Labour's Employment Secretary, was to raise the question of extending the sanction to the whole of YOP. He was advised that all he would need to do would be to sign a short statement approving the whole programme for the purposes of the Social Security Act 1975.

Mr Booth decided that it was what he wanted to do, and asked the Manpower Services Commission in confidence for their views: the commission was spared having to

reply by the General Election result.

In fact, the MSC's special programmes division, rather than fight it out with the Minister, had advised the commissioners to go along with Mr Booth's plan—largely because they had no intention of using the sanction anyway. Last year fewer than 4,000 youngsters refused places compared with the 216,000 who accepted them.

No action was taken against them because, in practice, the commission, like practically the whole of the careers service, is against compulsion by benefit sanctions even where only a handful of the youngsters and intractable are concerned: it would probably oppose to the point of resignations any decision to use that device instead of the money inducement.

Mr Geoffrey Holland, director of special programmes, told The TES that the commissioners were firmly committed to the voluntary principle and that in any case, dropping the flat allowances was impracticable. Travel costs, which varied widely, would have to be paid to the youngsters, which would involve an enormous increase in administration. "That would swallow up much of the saving and mean a lot more staff," he said.

Micro funding group is unrepresentative, union says

The new advisory group which will help decide how to spend £3m on micro-electronic education is the subject of a protest to the Department of Education and Science.

The National Union of Teachers is writing to the DES to say that the committee, which had its first meeting two weeks ago, is unrepresentative. The NUT is particularly angry that there is no teacher from the state sector on the committee but it is also complaining that local education officials, teachers in non-advanced further education and industrial trainers are "unrepresented".

The appointment of the committee has been surrounded with secrecy, said Mr Ian Morgan, chairman of the NUT sub-committee on technology education. "It is very important that the DES has the confidence of local education authorities and of the teaching profession."

A spokesman for the DES said that the committee members were chosen for what they could contribute to the work of assessing projects and not on the basis of representation.

It would be impossible to make sure every sector was represented if the committee was to stay compact and cohesive.

Nevertheless, it says that YOP can be used as a major experiment in setting up a transition between school and work in that it has started to institute a period of vocational exploration.

In the past, Dr Watts points out, the fact that many youngsters started out by moving to a social problem. YOP offers a structured programme for legitimizing such mobility and using it creatively.

Discussing whether this kind of "vocational" period could be extended to a wider range of youngsters, the report concludes that the unemployed, particularly young people, should be encouraged to take part in work experience as a form of social and educational training.

Dr Watts reflects the proposal forward by the Industry Training Board, which says that all leavers should become citizens in training until they are 18. He says that the current situation on the grounds of its cost and the hostility it would be likely to attract in young people whose dependency on the state is a major factor in their unemployment. He says that the curriculum by confining schools to

a limited and marginal role in regard to vocational preparation and experience based learning. A possibly more promising approach would be to use some features of YOP, which are applied more widely in schools, building upon their existing work experience schemes.

But the whole concept of work experience, the report concludes, raises fundamental issues about the nature of education and work, and of the relationship between them.

"Liberal educationists have tended to praise the virtues of education and to disparage paid employment. One of the merits of the notion of work experience, embedded as it is with ambiguity and conflict, is that it explores the interaction between these different

COURSES

RICHMOND COLLEGE

The American College of London

Founded 1847.

★ Two splendid residential campuses. In central London for Upper Division and in lovely suburban Richmond for Lower Division.

★ Wide choice of courses in Business Studies, Humanities, Social and Natural Sciences, Fine Arts and Languages.

★ A.A. and B.A. Degrees, U.S. transfer credit.

★ 500 students enrolled.

★ Highly qualified Anglo-American faculty.

Write or Telephone: Director of Admissions Richmond College Dept. 11

1 St. Albans Grove London W8 5PN, England

Tel: 01-937 5193

Telex: 25357

UNIVERSITY OF BIRMINGHAM

B. Phil. (Ed.)

TEACHING ENGLISH AS A FOREIGN LANGUAGE

A one-year full-time post-experience advanced degree course in Applied Linguistics. Open to both graduate and non-graduate certificated teachers of EFL. Some places still available for October, 1980.

Details from Chris Kennedy, English Dept.

Postgraduate Diploma in Language and Literacy

Two evenings per week for two years.

This part-time postgraduate course is intended for teachers who have a particular interest in reading and language development, whether in primary, secondary or adult education. Courses: Theory of Language and Reading, Sociolinguistics, Social Aspects of Literacy, Children's Fiction, Research Methodology. Details from: Colin Parfitt, School of Education, Prince of Wales Road, London NW6.

The Polytechnic of North London

EXPERT HOME TUITION FOR G.C.E.

DEGREES, (BSc (Econ) and LLB)

University of London

and PROFESSIONAL EXAMS

(Accountancy, Administration, Civil Service, Law, Marketing, etc.)

Our exclusive method of Home Study has brought over 340,000 examination successes, many first places. As every course is complete in itself no textbooks are required. Details your FREE prospectus from

THE HADRIAN COLLEGE

DEPT. HPS, TUITION HOUSE,

LONDON SW9 4DE.

Tel: 01-447 7272 (Monday-Sunday) or 01-447 1102 - 24 hour Records for prospectus requests.

Approved by the Council for the Accreditation of Correspondence Colleges

Read for a Degree in your spare time

87% of Wolsey Hall students known to have at London University External Degree final exam last year passed. And 5 of them gained First Class Honours out of only 11 awarded.

Wolsey Hall is the Oxford Home Study Centre whose qualified tutors give you individual attention. To find out more about the Wolsey Hall way to obtain a degree or other qualification write for a free booklet or telephone

W.M. Milligan MBE, TD, MA, Dept BSN, Wolsey Hall, Oxford

OX2 5SA

Telephone (0865) 54231 (24 hrs)

This week in The T.L.S.

British pacifism

Mary Tudor

a new life of Freud

Rider Haggard's diaries

Spanish civil war verses

The crime novels of Glynis Mitchell

on sale at newsagents today

Come if you please, don't if you don't

A school in Cardiff has been moving eastwards across the city, following its gipsy children.

Story by Adam Hopkins,
pictures by Chris Gregory

About 10.15, the battered old Dormobile, with a volunteer university student at the wheel, sets off down the hill from a residential street in Cardiff, clatters past the docks, and out across derelict land by the Bristol Channel.

Within a mile or two it comes to a temporary gipsy encampment, waste land with lorries, ponies, bristly terriers, gaunt lurchers, piles of scrap, and shiny, chrome-ribbed caravans twice as long as you would imagine possible. There's a council estate on a crest of hill above, and because there has been trouble here, as everywhere the gipsies go in Cardiff, there is a heavy steel gate to the site, guarded by a security man.

"Ah," he says, "gipsy school," and lets the van and an accompanying car go through. Children come out among the ponies and terriers and begin to chase the vehicles, laughing and shouting and swinging plastic bags—today is swimming day. When the van stops they pile in, though somewhat depleted in number.

A mother sends a message that all her children have woken up with sore throats. But it's come if you please, and don't if you don't, rule one of the gipsy school; and in a moment, with arms and heads protruding from the windows, the van is off to another site, a permanent one closer to the docks.

By 10.45 the van is back at school, at present an upper room in a church children's home. In almost a decade of existence, the school has migrated through Cardiff following the gipsies, as they have been pushed and harried (not too strong a word for what is happening in Cardiff) from the west of the city to the east. Now the children—aged from about three to 12, with a gipsy girl of 15 as a helper—go quietly upstairs. There are, I think, 16 of them this morning, though it is hard to be precise, since everybody moves about so much.

The school grew out of a summer project for gipsy children at Chapter, Cardiff's vigorous and experimental arts centre. Grace Edwards, Mary James and Eunice Thomas, three married women with teaching qualifications, were all involved in this. When they saw that the needs of the gipsy children persisted into the autumn, they decided to keep on with their work on a voluntary basis. Ever since, they have devoted a huge proportion of their energies to it.

At first they had to scrounge for everything: premises, paper, paint, books. The social services have helped. So have student volunteers. Recently they have had a grant from Urban Aid, which has eased the situation considerably, not least by providing minimal salaries for the teachers, who number four apart from purely voluntary helpers. Not surprisingly, the school has occupied a variety of premises during its eastward migration, most recently—and much lamented—an empty theatre in the docks, which seemed to the staff an ideal place to provide the alternative education at which they aim.

Asked to define alternative education, Grace Edwards reached for some notes she has made, discovers she has lost them, and sums up her ideas extempore. (There is a cheerful scattiness in many aspects of the school.)

"We get the whole family," she says, "making no distinction of age. We don't say, 'You're not five yet, you can't come'. Our youngest was one and a half. We see the school as an extension of their home life, we don't want to do anything against their culture. And in many ways they know far more than house-dwellers. They can drive a car at the age of 10 or 11 and they know about all kinds of metal. That's the sort of point where education ought to start."

The teachers believe that the children's greatest need is literacy. Mary James has designed folders, each of which contains an illustration germane to the life of travellers, and a set of individual words on bits of cardboard which can be

arranged to tell about the pictures. They are designed to be played with, and appear well-thumbed. The pamphlets designed by the West Midlands Traveller's School are also used.

On the wall in the children's home there's a poster showing "my family"—"Dad" a cheerful Romany with a neckerchief, striding through a meadow stick in hand, "Mam" a vivid young woman in headscarf and beads. On a wall in the abandoned theatre there's still a big sign which says "We help to sort out scrap. Raw tin is £1,000 a bag, copper, bronze and aluminium and lead are good. Slag is no good."

Clearly, differing views could be taken towards this concentration on the travellers' own life-style. Grace Edwards



Above left: Philip paints a train. The children like practical projects with immediate results. Since much of their time at home is spent helping their parents to earn a living, they get few opportunities for this kind of activity.

Above: Grace Edwards, one of the part-time teachers, works with children on Barry Beach. Visits are an important part of the school programme. Here, the children write their names in the sand.

Left: Grace Edwards and children from the school finish the morning with free milk.

Right: In a reading class, Billy learns to pronounce simple words.

printing "to make our school look nice", craft work, reading and sums. One boy, encouraged to persevere with potato printing, threw off a teacher angrily, and only announced later that he had given up because he wanted to do sums.

Generally, only brief flashes of concentration were demanded of the children, and everything proceeded at an enormous pace. But if there was little time to settle, there was no time to get bored and by 11.20 the children were washing their feet in an adjacent bath.

This posed a cultural dilemma. Grace Edwards says: "We accept them however their mothers send them, whether clean or dirty." But when it comes to the swimming pool, they have to wash their feet before they go. Is this compromise a wedge between the school and home or

an extension of learning? The teachers believe that the pleasure of the swimming justifies the washing.

At 11.30 the children enjoy, hugely, a hot dinner at a nearby school. Some behave impeccably, others wildly; some are tidily dressed, others messily. The differences between individuals are vast, but it is impossible not to notice while they eat that they share and cooperate to an unusual extent.

By one o'clock they emerge dripping and reluctant from the swimming pool, having won a golden opinion from the attendant. "If they can't swim properly, you know, they help each other much more than other children." By 1.30 they are home again, wet towels scrunched inside plastic bags, school done until tomorrow.



extra

Authorities just stand around and boast

J. A. Foley looks at proposals for unifying a ramshackle career structure

TESOL: Teaching English as a Second or Other Language

Exploratory talks are under way for a new Advanced TESOL Diploma. The various bodies so far concerned are: ARELS, The Open University, North East London Polytechnic, RSA and the British Council. The current proposal under consideration is for a diploma made up from four modules run on a credit basis.

Modules 1 and 2 would give a broad overview of language and language learning which would include aspects of comparative education necessary for teachers' understanding of the learners' background and cultural experience.

Module 3 would take up areas covered by module 2 but give the opportunity of treating these in more depth. A number of options are possible but they might include: materials construction, management in education, teaching of immigrants as well as speaking, writing, reading and listening skills.

Module 4 would be an action research project in one area of particular interest from Module 3.

Thus there would be an immediate interaction between a teacher's area of interest and its development for his classroom use.

Candidates would not require a degree but would probably need to have the RSA stage II certificate or equivalent teaching experience.

This might have to be specified in more detail if the awarding body is the Open University as so far proposed.

These exploratory talks stem from the feeling that there is still no organized career structure, particularly in Teaching English as a Foreign Language (TEFL). Too many people still "drift" into this area of teaching because they need an extra meal ticket or a passport for travelling. However, it is becoming more and more obvious that in the present economic climate which is affecting both the public and private sector, a qualification of some kind with experience is almost essential.

A number of training courses in TEFL already exist. There is the PGCE in EFL, the RSA stage I and II, English International Tea-

cher Training Institute's four and 12-week courses; North East London Polytechnic's four-week initial training course and one-year part-time course, and the ARELS in-service training courses run on weekends, among others.

One of the results of this plethora of courses is that there is no clearly defined distinction between what a particular qualification represents. There are many teachers in TEFL who do not have TES teaching qualifications. On a school brochure one may find "Dip TEFL" behind a teacher's name which could mean that he has simply completed a four, six or 12-week initial course.

The running of short courses in particular comes under the sway of the market forces. People coming on training courses want to get into the classroom as quickly as possible so that they can start earning. There is also the feeling that learning on the job is the best way of becoming a good EFL teacher. Even on the one-year full-time PGCE course you hear, "It is only on teaching practice that we learn anything". There is a danger that when courses are being run on

strict commercial lines what the student-teacher wants must become a major consideration in the planning of a course. Therefore, often the stress is on the "practical aspects"—the implementation—without sufficient emphasis on the aims, planning and then the implementation followed by the development. The results of this lack of balance between theory and practice can be found in the classroom, in the teacher who can give a very proficient performance of the "bag of tricks" syndrome or classroom survival.

In addition, there is still a great deal of teaching material being used based on linguistic and psychological theories of language learning from the 1950s and 1960s. Because of the lack of balance between theory and practice, teachers are not able to select what is good and reject what is bad. They are static because they know that they can perform efficiently in front of the class but they have given up any thought of being educators.

What then does the new Advanced Diploma offer that cannot be found in Applied Linguistic courses or

the RSA stage II? Certainly, it is not proposed as another hurdle to cross but as an opportunity to give some depth to a teacher's special area of interest, to apply the theory and practice. First, most of the work would be based in the school where the teacher is working. Second, the action research project in particular would involve the pupils in the class, the resources in the school and other teachers in workshop sessions. Thus the pupils, the school resources and colleagues within the school would all benefit from the project work. If a number of teachers from the same school or area were doing the Advanced Diploma, cooperation on a number of topics of special interest could be considered. Thirdly, the teacher would not have to give up his job for a year or be seconded on half-pay. With such a flexible system as is envisaged here a teacher might take as little as two years to cover the four modules or as long as he wants, depending on the time available.

Dr J. A. Foley lectures at North East London Polytechnic.

loped their functionalism quite extravagantly as the British.

Let's converse is little more than a standard exercise book with a few concessions to the oral approach in the form of dialogues. *Practical English* is a straightforward grammar book with pictures (picture of dogs: "What are these?" "They're dogs"), while *New Routes to English*, although providing many practical activities, is still more firmly rooted in traditional concerns: the pronunciation and grammar than *Encounters*, which offers a good balance of functional and structural concepts as well as a clear introduction to the main themes: talking about yourself as an individual, talking about physical surroundings, and interaction between the individual and the environment the last of which the authors fit songs, dialogues, games, projects, discussions and so on. *Encounters* is a more formal language study sections.

Different from the books discussed so far in as much as it concentrates on the narrower area of the market occupied by fairly advanced business and management students, but similar to them in as much as it contains plenty of pictures and encourages a group approach to learning, in *Agenda*, which comes subdivided into a "Workbook" and a "Workbook".

The casebook presents problems for potential executives to solve, problems like "The Japanese market beckons a Canadian golf-equipment manufacturer, but he has not yet found out how to penetrate it." "A North African citrus fruit marketing board has to find a way to make British housewives aware of the excellence and cheapness of its oranges." By contrast, *Agenda*, no doubt, the workbook contains appropriate oral work, language practice and written assignments in line with the prevailing belief in functions first, structure second. However, with the agreement that the book is not for beginners it does seem likely that even students not bent on the higher echelons of international commerce might well be as interested by the intrinsically more demanding nature of some of these projects as they are by their regular diet of shop, restaurants and what to do if you catch cold. There are some limits to mundaneness.

The EFL market is at present one of the healthiest areas of an otherwise sickly publishing world in Britain, an area in which fortunes are still to be made by authors who strike the right chord at the right time. Functionalism seems to be the keynote of the present, but it is hoped that editors and publishers continue to recognize, in the midst of this rush to "communicate" that English is still English, however you dress it up.

Paddy Bostock lectures in English at the Polytechnic of Central London.

extra

And the duck-billed platypus came too

Margaret Spencer previews the Third International Conference on the Teaching of English

With the wings of the opera house on the cover, the brochure for the Third International Conference on the Teaching of English—*English in the Eighties*—takes place in Sydney on August 17 and 22. The two previous conferences were at Dartmouth, USA, in 1966 and York in 1971.

The Dartmouth Seminar gave us through English and D. W. Brown's report on the teaching of literature which defined the teacher's role as one which leads pupils by which students achieve the limits set by their difficulties and founded experience, feeling comprehensions of the work of literary art.

The York assembly was more subtle in its concerns. As the authors of the Black Papers gathered and the early rumblings heard in the Bullock Committee and across the curriculum, it was first airing as an idea, the English thrashed out the relation of English to the curriculum of the world outside school. An "imaginative commission" emerged to discuss English teaching in the modes of "chance, stage or programme", other issues being the writing language development, the spread of the information system, the teaching of schools. Schools Council reports produced, and the needs and expectations of children then designated "families of overseas origin" did not longer for attention.

Unsettled, like teacher education was seriously, and the formal language of the programme for the commission does not disguise the anxiety that lurks in the proposal to examine "public statements and teaching practices". Conferences attract official attention, and the

Pilgrims to Australia are promised "a working conference", with the emphasis on participation. Most of the advanced material looks like the reading to be done for a year's full-time course. It reflects the current time course, that the delegates should do more than travel to hear lectures. Only one "occasional address" is promised as a set piece, to be given by James Britton on "A Retrospective and Prospective View of the Art of English Teaching". As Professor Britton's work has been a major influence throughout the world since the Dartmouth Seminar, this honour is rightly his. But if anyone wants to make a presentation the traditional style, no more informally, there will be space available. No organization is strong enough to debar English teachers from declaring themselves.

As the commissions point to the concerns of the conference as a whole, it is significant that "English teaching and the multicultural environment" is first on the list. It will be good to look at our viewpoint against the study of "family language" on another continent.

The background of Australia, where "nationality" is regarded as "a teaching and learning environment" is first on the list. It will be good to look at our viewpoint against the study of "family language" on another continent. The background of Australia, where "nationality" is regarded as "a teaching and learning environment" is first on the list. It will be good to look at our viewpoint against the study of "family language" on another continent.

Sometimes conferences address themselves to new issues; sometimes they are bound to reconsider old ones. Recurrent themes do not indicate dissatisfaction with earlier accords, but rather a sense of the evolution of important ideas. Thus assessment, language development, the teaching of literature and the nature of our search all re-appear. There is a singularly interesting corner in "narrative in cognitive development" in the hands of Richard Newsome, who returned to Australia when his Schools

withdrawal of promised funds from this one indicates that only limited encouragement is to be given to those who are, by definition, vocal. The preparation for this commission has been in progress for two years in working parties in New South Wales, Victoria and Tasmania. A conference in Perth last year pinpointed the issues to be discussed: what do teachers need to know and how should they learn it? teaching training and the community; the cuts and literacy; change and reform; the explosive growth of information and research.

In all of these things we see the mirror image of our own education. The chance to profit from the Australian experience is to be welcomed, not only to avoid the parochialism to which English teachers in England are inevitably prone, but also to renew the strength that we all need to withstand the petty tyrannies of our local bureaucracy as well as the national flight from humane values.

The commission that deals with schools, learners, the community and the teaching of English has its sights on what it calls the "increasing demands by the lay community in the governance and curriculum" of its schools and of teachers to decide the nature of their own learning. It has set itself the task of "devising strategies to confront our uncertain future".

Sometimes conferences address themselves to new issues; sometimes they are bound to reconsider old ones. Recurrent themes do not indicate dissatisfaction with earlier accords, but rather a sense of the evolution of important ideas. Thus assessment, language development, the teaching of literature and the nature of our search all re-appear. There is a singularly interesting corner in "narrative in cognitive development" in the hands of Richard Newsome, who returned to Australia when his Schools

Margaret Spencer teaches at the Institute of Education, University of London.



Howlers

Any student of French will almost certainly encounter the well-worn howler "je suis plume", used to express satiety, but actually meaning "I am plume". The chief host of the new Chambers Universal Learners' Dictionary (hardback £5.95, paperback £3.95) is that it guards against such pitfalls for EFL students with a comprehensive system of labels indicating the stylistic register to which each word belongs (e.g. "fact", for factious, "euph", for euphemistic), and by giving copious examples of usage following each definition. There is a similar, unusually detailed, system of labels to indicate grammatical usage, explained in the introduction as lucidly as the grammatical and other complexities of the English language allow. The definitions are unstilted and modern, and the dictionary also incorporates clearly marked American spellings. Its layout is extremely simple.

Quite a few births and deaths have occurred in the fifth updating of the Little Oxford English Dictionary (OUP £2.25). New arrivals include, according to the OUP, "words that reflect the horrors of modern life"—such as "shit", "C.A.S.", "debug", and "punk rock". The axe has fallen on, inter alia, "Chink, Dago, Nip" and similar racial slang.

Caroline Mendham

Do you know what I mean?

Paddy Bostock on some new EFL coursebooks

Holiday English. By Kathy Gude. Mary Glasgow. Student's £1.75. Teacher's £1.50. Package £12.00.

Getting Through. By John Meredith-Perry and Lorraine Weller. Edward Arnold. Student's £1.95. Teacher's £1.50.

Communicate 1. By Keith Morrow and Keith Johnson. Cambridge University Press. Pupils £2.95. Teacher's £2.50. Cassette £6.00.

Encounters. By J. Garton-Sprenger, T. C. Jupp, J. Milne, and P. Browne. Heinemann Educational £5.95.

New Routes to English. By Gloria Paula Sampson. Collier Macmillan. Beginning Skills One Teacher Guide £3.30. Beginning Skills Two Teacher Guide £3.50.

Practical English. By Tim Harris. Harcourt Brace Jovanovich £2.95.

English As A Second Language Phase One: Let's Converse. By William Samelson. Reston Publishing Inc £7.10.

Agenda. By David Cotton and Roger Owen. Harp. Cassette £3.25. Workbook £3.25.



"communicate" with other people who also speak it.

In order to achieve this unambiguously desirable, they believe students have to be exposed to the "functions" of the language rather than the "structures", or at least to the functions first and the structures second, or to be anachronistic about all this, students should learn orally, in situations, with teacher as guide, rather

than academically, from grammar books, with teacher as dictator. At best, course-books operating on this notion can provide a nice balance of practice material and structural items which both teachers and students find stimulating; at worst, they provide little more than a jumble of cartoons, photographs of the English being typical, crossword puzzles and dialogues which, while they may be jolly and entertaining, do not necessarily help anybody to learn English.

Holiday English, *Getting Through*, and *Communicate 1* are all aiming at the short course "communication" market, although at slightly different areas of it. *Holiday English* is for young foreigners between the ages of nine and 17. It consists of six levels from beginning to post-intermediate and sets out to be the antithesis of the conventional textbook, having been designed to be as flexible as possible and suitable for long, short, intensive and non-intensive courses. It has a magazine format and revolves around a series of everyday things like shopping, cycling, newspapers and fashions, exploited through many exercises and copious notes for the teacher. The publisher's blurb says: "Each level has a 'communicative syllabus' and each unit has as its teaching aim several 'language functions'. These 'functions' are presented through topics relevant to the interests of the age group and within each unit 'grammatical exponents' of each 'function' are extensively practised in a number of ways."



are extensively practised in a number of ways."

Getting Through, also intended for holiday makers but more senior ones, addresses itself to the problem of providing supplementary material for a mixed ability range of students who do not like the "page a day" approach of the conventional course-book. It is divided into three sections—Elementary, Intermediate and Advanced—with common core of situations like shopping, reading, newspapers, travelling, phoning and eating. The book contains a series of projects that students of different abilities can be given different things to do on the same topic. Like *Holiday English*, there are bags of cartoons, diagrams and instructions for the teacher.

The authors of *Communicate 1* assume an elementary knowledge among the adult learners they are aiming to help "use the language communicatively", and say in their introduction that "very little of the material in this course is designed for teacher-dominated frontal presentation". Each unit takes a situation or topic and follows it up with the appropriate "functional area", so that students are not only involved in facets of British life, but also encouraged to exploit interpersonal confrontations, like "asking people to do things", "introducing yourself" or "inviting and suggesting". The book offers a wide range of language practice, includes cassette material as an integral part of the course and does not rely too heavily on a plethora of pictures.

Still in the business of teaching foreign people to communicate but on long courses rather than short ones, and focusing on beginners are *Encounters*, *New Routes to English*, *Practical English* and *English As A Second Language, Phase One: Let's Converse*, the latter three being North American. It is curious that the Americans, judging from these books, do not seem to have de-

HULTON BOOKS TO GET STUDENTS THINKING ENGLISH

FIRST CERTIFICATE HANDBOOK

Heleen Naylor and Stuart Hegger

This new book teaches the fundamental language skills for passing the written part of the Cambridge First Certificate Examination. It substantially improves command of English, shows how to reach with more understanding and how to tackle examination questions correctly. For groups or individuals it offers extensive exercise material plus three sets of test papers.

Pupil's Book 07175 0808 0 £3.30
With Answers 07175 0809 0 £3.15

PRACTICAL BUSINESS ENGLISH

John H. Montagu Butler

Students' existing knowledge of English is now extended to commerce. Specialised vocabulary and structures are learned through graded texts, dialogues, exercises, role play and discussion. They become familiar with many business situations, documents and correspondence in English-speaking countries.

Book 1 07175 0866 8 £1.30
Book 2 07175 0867 6 £1.30
Book 3 07175 0868 4 £1.50

TOPICS FOR DISCUSSION AND LANGUAGE PRACTICE

Michael Carrier

Stimulating cartoon-type stories of real-life problems are the starting point for dynamic discussion and role-playing. Students, besides reading for information and comprehension, learn to argue, summarise, state a case. The topics and social issues will interest students from many backgrounds.

Book 1 07175 0855 0 £1.10
Book 2 07175 0856 0 £1.10

Inspection copies will be sent on request.

HULTON EDUCATIONAL Raans Road, Amersham, Bucks. HP6 6JJ

FROM MARY GLASGOW PUBLICATIONS SOMETHING FOR EVERYONE TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE.....

ENGLISH LANGUAGE MAGAZINES

9 magazines for 8-19-year-olds, specially written to offer exciting opportunities for language practice at beginner to advanced levels. Games, cartoons, crosswords, articles on topical subjects to appeal to teenage learners, together with plenty of background information on life in Britain and other English-speaking countries.

PROJECT GB

9 integrated multi-media programmes, each containing a Student's Book, a C30 cassette, a 34-frame filmstrip (or slides), and a Teacher's Guide. Each title looks at an aspect of life in modern Britain, presenting an authentic and up-to-date view of the realities of life in modern Britain.

FILM AND VIDEO PROGRAMMES

A series of films and videos at beginner and intermediate levels, offering an exciting way to learn the language. Each provides language which is as authentic as possible, but carefully controlled so as to enable the student to understand the action, and offers the opportunity of a variety of practice activities.

HOLIDAY ENGLISH

Now with cassettes and tests!

An intensive course at 6 levels from beginner to advanced, presenting a variety of lively, illustrated material to stimulate the students to take an active interest in what is taught. At each level there is a Student's Workbook, a Teacher's Handbook, a cassette with worksheets, an achievement test. In addition, an initial placement test helps grade students quickly and effectively at the beginning of the course.

SURVIVAL ENGLISH

John Curtin and Peter Viney

A short intensive course for adults at an elementary level. Ideal for those needing English for practical purposes such as business trips and professional work in English-speaking countries, the course comprises a Student's Workbook, a Student's Keybook, a Teacher's Book and a cassette, and has been so organised that it can be used as a complete course, as supplementary material or for self-study.

PRACTICAL ENGLISH TEACHING

First issue October!

A new and exciting magazine for EFL teachers, filled with practical teaching suggestions, news of the latest developments in EFL, regular articles on English usage. Contributors drawn from all over Europe and include teachers, teacher trainers, and distinguished academics.

JIGSAW

Year 2 now available!
Brian Abbs and Ann Worrall

A 3-year elementary course for 7-11-year-olds, designed to link the learning of a foreign language with the conceptual development of the child. Activity books, readers, cassettes, flashcards, posters encourage the active involvement of the pupils in the exciting process of discovering in a foreign language.

For further information/inspection copies of these materials, please contact:

Mary Glasgow Publications,
(TES Aug 4), Brookhampton Lane, Kington,
Warwick CV35 0JB
Tel. no. 0926 640-606

English Language Summer School 1980

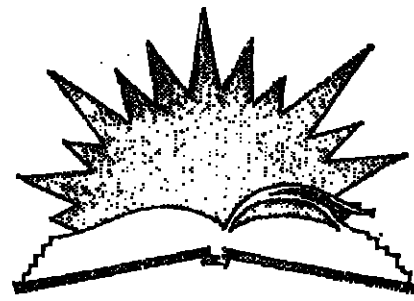
The English Speaking Union
BBC English by Radio and Television
International House

See the latest EFL materials at the ELT Book Exhibition Westfield College

Kidderporc Avenue Hampstead NW3

Monday, August 18 13.30-17.30
Tuesday, August 19 09.30-17.30
Wednesday, August 20 09.30-15.00

All teachers and students welcome



Listen ear

Nick McIver

Sounds Intriguing. By Alan Moley and Alan Duff. Cambridge University Press. £2.95, cassette £5.50.

Sounds Right! By John and Marion Trim. Cambridge University Press. £4.95. Let's Listen (Stage 1). By John McClintock and Börje Stern. Heinemann Educational Students' 55p. Teachers' £1.95. Cassette pack £1.00 plus VAT.

Take Note. By Michael Berman. Pergamon £1.95.

Have You Heard? By Mary Underwood. Oxford University Press. Classroom Edition £1.80, Intensive Study Edition £2.90.

Dramatic Monologues for Listening Comprehension. By Colin Mortimer. Cambridge University Press. Book £1.95, Cassette £6.00.

Many teachers of English as a Foreign Language are acquainted with Moley and Duff's *Sounds Intriguing* is a follow-up to this and, although in many ways excellent, it falls below the standard of the former work. Once again, it is a series of recorded sound for use at most levels: the students have to listen, and then interpret the action. This time, the sounds are somewhat more obscure, and the possible interpretations more exotic. Students have to be inventive, and although several suggestions are given, there is no correct solution. In my experience, this meets with mixed reactions—some students like the open-endedness, and rise to it, while others find it frustrating. But *Sounds Intriguing* makes for useful oral work in the classroom, and is to be recommended.

Equally to be recommended is John and Marion Trim's *Sounds Right!*—a game of phonetic bingo to sensitize students to the differences between similar sounding words in English. Although a little time-consuming, this approach to minimal pairs (or clusters) in English is fun, and will go down well, particularly with younger learners. Daria Gan's illustrations are also enjoyable.

Let's Listen, by McClintock and Stern, is a useful little audio comprehension book for elementary level students. Most of the activities involve the student in listening to a text (from the teachers' book, or on cassette) and performing a simple task based on visuals in the students' book. Much of the material is well-designed, and it is varied and pleasantly unpredictable.



able. Let's Listen is simple to use, and particularly useful at this level, where there is such a dearth of good listening material.

From First Certificate upwards, of course, there is a fair amount of listening material, a great deal of it ill-conceived. There has been, unfortunately, for a long time the belief in some circles that it suffices to offer advanced students a continual supply of passages of more weighty content, and to require them to answer questions on the passages and/or to take notes. And all this without any real attempt to bring about any systematic improvement in the students' listening ability. That any improvement occurs at all with this approach is more through osmosis than good judgment.

Michael Berman's *Take Note* falls into this category of material. It is, of course, a series of 24 passages to be read, or played to (or read by) students of a late intermediate level or higher. There are some specimen notes at the end, and overall very little obvious justification for the choice of passages, for their ordering, or for their purpose. No doubt this book could provide an effective form of class control—such activities keep students busy for long periods of time—I cannot really see how it can help students to improve their ability to understand. Furthermore, as with much of this type of material, most (if not all) of the passages were clearly designed to be read, not listened to.

Have You Heard? by Mary Underwood, is worthy of more serious consideration. This is a series of listening exercises for the lower level student (though not as low as Let's Listen), with a fair amount of additional language work based on the passages (of which there are 60, each of one or two minutes' duration). The passages are unscripted (good), they contain a variety of regional accents (good)—and there

are at least 35 different voices (also good). Perhaps a few non-British native speakers would have been desirable—and a much-needed feature in the training of listening of non-native speakers of English. After all, the majority of non-native speakers of English spend the majority of their time listening to other non-natives, and it is as well to train them in this end.

The main problem, I suspect, with *Have You Heard?* is that a lot of the passages are not particularly interesting—they are too often the kind of synthetic material that people would prefer not to listen to. This is a pity, especially since some of the additional exercises are imaginative. But, overall, the selective teacher will be able to find much that is good here. Colin Mortimer, on the other hand, has lived up to his inventive and often amusing standards. *Dramatic Monologues for Listening Comprehension* is another offering from C.U.P. who, with Heinemann, are responsible for some very high quality ELT material nowadays. Here we have a selection of out-of-context monologues, and the late intermediate student must work out who is delivering the monologue, where, and about what. So little ELT material is enjoyable as an activity for the native speaker; it should be because if the native speaker finds it dull, why should the non-native find it any less so? This cassette is one of those rare exceptions. Intentional or not, it is an excellent feature of the cassette that the recorded voices become faster after the first two or three monologues, thus allowing the foreign listener to become accustomed to the level of difficulty of the activity. By stages, Mortimer's idea is not new, but this collection of passages is refreshing and, for the higher level student, a valuable exercise in the improvement and practice of his or her listening skill.

Feeling your way

Sam McCarter

Feelings. By Adrian Duff and Christopher Jones. Cambridge University Press. Teachers' Book £3.95, Student's Book £2.95, Cassette £6.00.

Feelings is a course designed for the fairly advanced student of English as a foreign language. The authors' marriage of textbook and cassette, careful organization and well-chosen material, have produced a course which both teacher and student will readily welcome.

As an intensive course or as supplementary material, *Feelings* goes a long way towards developing the student's command of English through feelings, ultimately involving the student's own feelings and personality. This approach to learning is preferable to many English language texts and courses which serve only to alienate the student through their impersonality and dryness of material and approach.

In the Student's Book the exercises are so organized that the student not the teacher provides the information; the teacher being more of a guide than an expositor. The book is divided into 12 units with each further divided into two parts. Each unit begins with a dialogue, printed in the book and recorded on the cassette. All the dialogues are short and apt, with the cassette recording adding a dimension of immediacy.

The student is then taken through a series of exercises developing the feeling introduced by the dialogue, and stimulating

him or her to talk about, to understand, and to express feelings. Work is done in pairs and small groups, and involves role-playing, simulation, games and discussion. The exercises, short and to the point, form a basis on which the more able student can build and from

which he can report. The Teacher's Book is a detailed and comprehensive aid, with clear and practical guidelines as to how dialogues and exercises can be put to their best use. It also provides answers for the exercises in the Student's Book.

The E.F.L. Gazette

The monthly newspaper reporting on the news, views, controversies, trends and developments in English language teaching worldwide.

For subscriptions and back copies

contact:

MUNSTER HOUSE, 676 FULHAM ROAD,
LONDON SW6 5SA Tel. 01-731 4565

extra

extra

Mouthwashes, laxatives

Mike Beaumont on some EFL readers

The Penguin English Reader 2. Edited by Peter R. Webb. Penguin 95p. 14 080391 2.

Let's See Great Britain. By Sylvia Chalker. Macmillan £1.50. 333 26354 5.

Reasons for Reading. By Evelyn Davies and Norman Whitney. Heinemann Educational £1.70. 45 28037 6.

Reading in English (2nd Ed.). By Dorothy Danielson, Rebecca Hayden, Helen Hinz-Pocher and Daniel Oleksberg. Prentice-Hall £5.15. 13 753442 6.

Read and Recall. By Michael Herman. Pergamon £1.95. 8 024531 5.

Matters of Moment. By Ion Dunlop and Heinrich Schrand. Pergamon £1.95. 8 024568 4.

Much more imagination has been applied recently to the design of exercises to develop EFL students' reading skills. There has been a greater consciousness of the variety of skills necessary for reading competence and of the need to make reading in the classroom more purposeful, more relevant and more integrated with the practice of other skills. Topic remains a problem, however. Tests in reading matter are highly idiosyncratic. All teachers deal with a sigh the times when they have struggled fruitfully to give a topic which is relevant to the needs and tastes of their students. The first Penguin English Reader is particularly useful for this purpose with its wide range of text type, topic and length. The second volume is, therefore, very welcome. It contains as up-to-date, but the exercise is possible within the limits of a slim volume. Particularly interesting and useful is Section 20, which is simply a two column checklist of lexical equivalents in British and American English.

Since a teacher's time is limited, however, there will always be a place in the syllabus for the "reading comprehension book". Let's Great Britain, attempts a little more than this. Aimed at foreign

learners at an intermediate level, it is designed to appeal to students planning a visit to Britain or to those who want to "know more about the country whose language they are learning". It is an attempt to give some idea of the regional variety that exists in Britain and of its history and architecture within the context of a language lesson.

Each unit has reading passages and dialogues which follow the travels of a young New Zealand couple around the country. Practice exercises based on notions featured in the dialogues are, the author claims, the heart of the book. Unfortunately their treatment exposes the course to two common criticisms of much notionally designed material.

One wonders first of all how the author can be sure that together the exercises "cover most of the common notions essential for the foreign learner"; and, secondly, despite her insistence that "they are not an odd set of phrase-book phrases" how they can be other than a list of phrases to be learned by rote. The student is given no example (page 161): "Write a short composition in which you describe the way you or someone you know manipulates or handles a particular person to avoid getting 'no' answer".

Read and Recall is a collection of practice material for the Cambridge Proficiency exam while Matters of Moment comprises "materials for reading comprehension and discussion in English" designed for advanced learners at the intermediate stage. Each unit progresses from the comprehension of contemporary passages on specific themes through the discussion of related topics, to the expression of personal point of view and the use of spoken English through pair and group-work. The texts include authentic and simulated press articles and reports, photographs, cartoons, advertisements, letters and notices. The comprehension and discussion work relies very heavily on the question-answer technique and the conversation practice on interest stimulated in the topics—which range from "Is a girl's life in the Sussex Police?" to "Mouthwashes, laxatives, pain-relievers and cough-syrups".

and there is a useful "skills check" section at the end of every unit summarizing the work done.

The new edition of *Reading in English* is suitable for more advanced students at college or university level. Presenting a wide selection of twentieth-century American writing, from Margaret Mead to William S. Burroughs, from short to long, from literary to academic, it focuses on the development of cross-cultural perspectives rather than on the teaching of primary aim is to "get students into the material" and they attempt to do this in a section entitled "A Look at the Ideas" which follows each passage. One can imagine fruitful discussion following from Joan Rubin's article "How to Tell Someone is Saying No", where the authors refer readers to Rubin's example of misunderstanding a negative message in a foreign environment and ask them to describe their own experiences with this problem.

Sometimes, however, I feel they are a little over-optimistic in what they expect of the student, for example (page 161): "Write a short composition in which you describe the way you or someone you know manipulates or handles a particular person to avoid getting 'no' answer".

Read and Recall is a collection of practice material for the Cambridge Proficiency exam while Matters of Moment comprises "materials for reading comprehension and discussion in English" designed for advanced learners at the intermediate stage. Each unit progresses from the comprehension of contemporary passages on specific themes through the discussion of related topics, to the expression of personal point of view and the use of spoken English through pair and group-work. The texts include authentic and simulated press articles and reports, photographs, cartoons, advertisements, letters and notices. The comprehension and discussion work relies very heavily on the question-answer technique and the conversation practice on interest stimulated in the topics—which range from "Is a girl's life in the Sussex Police?" to "Mouthwashes, laxatives, pain-relievers and cough-syrups".

Mike Beaumont lectures at the University of Manchester.

While there's life, there's...

C. J. Kennedy on English for Special Purposes

Academics debate whether ESP exists; publishers evidently believe it; teachers either praise it or suspect it. Pauline Robinson's *English for Special Purposes* (Penguin £3.95) is therefore welcome. The development of ESP surveyed and different theoretical approaches outlined, and an extensive review of current textbooks follows. It was pleasing to see a book on teacher-training, self-directed learning and testing, and being an area relatively neglected in ESP. Probably the most valuable aspect of the book is the 300-entry bibliography which could provide a valuable resource to teachers and researchers.

One of the problems in ESP is finding how specific any particular course needs to be. Teaching courses for business postmen? "Finish this page! Staff by Kate Schirgo-Lorden. (Penguin £2.95) runs into this problem. The language required by such groups as receptionists, waiters, telephone operators and porters—is, as pointed out by the author, such as a booking, taking an order, receiving an incoming call. The choice of the materials depends on the willingness of learners to learn language which is not "waiter language" (waiter language). Perhaps the book is for the teacher to select all aimed at intermediate learners of English whose knowledge of the subject concerned (general science, medical laboratory procedures, and technical English respectively) is fairly elementary. Each book uses passages on relevant themes to intro-

duce functions, grammar and vocabulary and there is a wide range of interesting exercise types to maintain the learner's motivation. The *Swedish and Finnish book* excels in this respect and makes extensive and effective use of drawings, tables and flow-charts to practise reading and writing skills.

Known as *Nursing English* by Pauline Edwards (Hutchinson 95p) and *Know Your Commercial English* by Susan Goldblatt (Hutchinson 95p) are two small quick books of multiple choice questions, designed to test quite advanced vocabulary, both technical and idiomatic, and cultural and specialist knowledge relevant to the fields of nursing and commerce. A key is provided at the back of each book. Some of the questions are reminiscent of "Top of the Form". "Finish this phrase: 'While there's life there's...' (a) cheer (b) hope (c) comfort (d) breath (e) cure."

I mentioned above the relative lack of interest in ESP testing. English Tests for Doctors by Dick Alderson and Vivienne Ward (Nelson £1.25, answers 75p) is a collection of tests to help overseas doctors preparing for the General Medical Council examinations in Spoken and Written English. Some of the tests, particularly those requiring the test-taker to assess the mood of the speaker (anxious, delighted, angry, solemn), would tax native speakers, but this is a reflection of the GMC's test itself, and the book should prove useful preparation material.

Chris Kennedy lectures at the University of Birmingham.

SKILLS FOR LEARNING Foundation



Foundation for Learning, even those with a limited knowledge of English, business and general English, who will find it useful to have a book which provides a foundation for learning.

Foundation for Learning, even those with a limited knowledge of English, business and general English, who will find it useful to have a book which provides a foundation for learning.

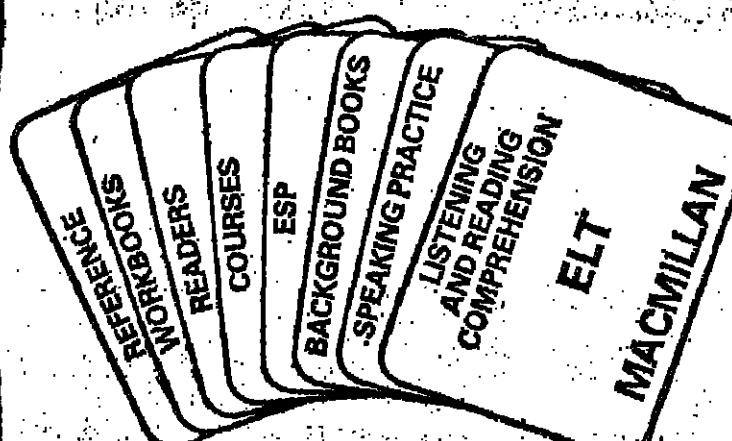
Foundation for Learning, even those with a limited knowledge of English, business and general English, who will find it useful to have a book which provides a foundation for learning.

Foundation for Learning, even those with a limited knowledge of English, business and general English, who will find it useful to have a book which provides a foundation for learning.

Nelson

A FULL HOUSE!

You always get a good deal from Macmillan



MACMILLAN PRESS

Write now for our full 1980/81 catalogue
To Robert Davenport, The Macmillan Press, 4 Little Essex Street, London WC2E

To be published in September,
the third book in the Strategies series
by Brian Abbs and Ingrid Freebairn...



DEVELOPING STRATEGIES

...and it's in colour!

Be one of the first to see it. Write now for sample material to:
Longman English Teaching Services, Longman Group Limited,
Burnt Mill, Harlow, Essex CM20 2JF, England.

Longman



Your upper intermediate students will want to communicate effectively in Britain. They will want English for air travel, hotels, restaurants, shopping, transport. You will want one course to give them all the functional language and information they need while they are in this country.

Up and Away

By Mike Potter and Mariza Assumpcao
The book and C90 twin-track cassette
It's all you need!
Longman English Teaching Services
Longman Group Limited
Burnt Mill, Harlow, Essex CM20 2JF

Longman

COLLET'S INTERNATIONAL BOOKSHOP

Stocks a wide range of books on EFL (English as a Foreign Language). A complete and up-to-date catalogue is now available on request.



Personal orders are welcome.
Terms for quantity orders.
Write for list to:
International Bookshop,
129/131 Charing Cross Road, London
WC2N 6EQ
Telephone: 01-734 0702/3

extra Inchoate verbs

Roger Flavell on grammar

Hornby's *Guide to Patterns and Usage in English* has been and still is widely used. Mackin and Seidl have produced a thoroughly revised second edition of *Exercises in English Patterns and Usage* (Oxford University Press £1.95), which has a cross-reference system linking it closely to both Hornby and the *Oxford Dictionary of Current English*. This is a useful facility, allowing the teacher or student ready access to fuller and more detailed explanations. It is possible, however, to use the book quite independently as a general practice book for intermediate and advanced students, although it is clearly more effective with its companion volumes.

Each entry has a brief grammatical explanation in usually non-technical language (despite mention of "inchoate verbs"), then some examples and a range of practice exercises. There are 170 throughout the book. A particularly valuable feature is the consistent contextualization of the examples and exercises with letters, dialogues, etc. This greatly reduces the arid manipulation of sentences in a vacuum, so common in many structure practice books. Another laudable feature is the wide range of structures covered in the 160 pages. Further, Part V, entitled "Concepts", deals with categories such as time, concession, etc.

Norman's *Advanced Language Practice for EFL* (Hodder and Stoughton £2.45) is apparently fairly similar. It is the same length, it reviews and develops the main structures of English and is aimed at a similar target audience. However, the grammatical explanations are limited, "to allow the teacher and students to find their own methods of approach". Sound practice though it is to let people work things out for themselves, this means the book is much more difficult to use for reference purposes, and many teachers—much less

students—are often not sure if they have worked out the "rule" correctly. As there is no teacher's book, the autonomous student or the uncertain teacher has no easy way of checking. The worst feature is the rather tired, traditional nature of the texts and structure exercises ("Rewrite this passage in reported speech"), and the lack of contextualization in many of them. To my mind, the Mackin and Seidl is a better buy.

There are several substantial idiom dictionaries around (such as *ODCE*, mentioned above). Lower down the market, Hill has just revised *Wood's Dictionary of English Idioms* (Macmillan £3.95). It doesn't have the full panoply of mysterious symbols and codes beloved of the lexicographers in the "heavies", but that is perhaps no bad thing for the average overseas student who wants a simple, straightforward and easily accessible source of reference.

The revision is in fact a great improvement on the first edition. It is much more clearly aimed at the foreign student than before, with the definitions, examples and notes framed with him in mind. The presentation is much clearer, even positively attractive. And anyway, colloquialisms change rapidly and need early pruning and updating.

There remains, however, a problem of selection of entries. The definition of "idiom" is cast very wide. In the space of a page one finds "spoon" and "sprawl", "spoon" which are not strictly idioms. At best they might be classed as colloquialisms. A more accurate title for the dictionary would actually be a "Dictionary of English Idioms and Colloquialisms". The large number of colloquialisms in, in fact, one of the book's strengths and distinguishes it from its competitors. It should certainly help it sell well.

The latest *Collins Gem Dictionary*, this time for English (Collins



£1.20), is in fact one of the *Collins English Learner's Dictionary*, compiled by Wallace, Carter and Cameron. Its physical shape is much reduced, but not so the contents (down from 25,000 to 18,000 words). There are, too, other changes: "jogging", introduced in deference to the current fashion, is defined as "a slow, steady run". Even if the definitions are sometimes more difficult than the entry, there is none the less much of value crammed into a very handy pocket-sized format.

Worthy of mention are McCarthy's *Grammar and Usage*, A Rapid Review (Harcourt Brace Jovanovich £3.90) and Kaufman's *Mr. Xenophobos's Guide to Grammar* (Penguin £1.00). The former is much the more substantial work, aimed at native-speaking students of English. It is not a book of reference à la Fowler, but rather one to work through the many useful exercises. The choleric Mr. Xenophobos's thunders out prescriptive judgments on elementary grammar. For me, the joke soon palls, but there it does include much good advice along the way.

Dr Roger Flavell lectures at the Institute of Education, University of London.

Antic, hey!

Victoria Newman

How often do teachers of English as a Foreign Language, casting about for yet another way to vitalize the giving of personal information, tell the time, or the difference between "since" and "for", long to be able to take the language out of the textbooks and clothe it in the flesh and blood from which it was born.

Taking it out of the textbooks is the motive behind the work of the English Teaching Theatre, now in its tenth year of touring shows which introduce EFL students to English as she is punned, sung and joked. Doug Case and Ken Wilson, currently taking the eleventh ETT show round England preparatory to guesting on Dutch television, tours of Sweden, Belgium and Spain, and a second visit to Japan, write material which combines a wry giggle at the EFL classroom with a sound appreciation of structural and functional methodologies.

What is the format which has appealed to audiences which have never before seen a native English speaker? First of all, the humour is very British. That is to say, it is gently self-deprecating, part of the comic tradition which includes the comic against himself. This is very reassuring to spectators who have to barle with the fear of making fools of themselves in a perplexing foreign tongue. In the show, the British Council on July 23, Brian Bowles and Hazel Inbert were particularly adept at conveying the music of the language. They were also caricaturing the foreign students themselves—usually identifiable and easy to identify with.

Add to that the tradition of a clowning guide, the snobish villain who is bound to cause his own ruin in the end, exemplified for the English comic tradition in Sid James's role with Hancock, and

for the ETT by Kieran Fogarty who leered and ogled and primed for yet another way to vitalize the giving of personal information, tell the time, or the difference between "since" and "for", long to be able to take the language out of the textbooks and clothe it in the flesh and blood from which it was born.

Music is as important as the comic sketch in an ETT evening. Music is where the audience join in, and, as every pantomime and teacher—knows once you have got them doing something, you have got them. This after the Puppet Office (filling in forms) sketch, there is a sing-along while a performer points to a map of the world; after a puppet on the subject of telling the time, a song about a watch. The mixing in of long sketches with shorter "commercial breaks" and songs is witty and well contrived; the performances maintain a consistently energetic and fresh approach to the simplicities of the script.

For the material is simple. You are not going to take your ETT along to the ETT to show them the English is a language capable of expressing profound thought or subtle passions; nor will it help them to lay bare the nuances of social communication; nor for the matter as the discourse of scientists or the jargon of television repairmen. It will, however, show English as a medium for enjoyment.

Some of the sketches from ETT productions in the years 1974/75 are included in *Off Stage!* by Doug Case and Ken Wilson, which also provides solid class back-up material on the structures and functions covered. *Off Stage!* by Doug Case and Ken Wilson Heinemann Educational Teachers £3.75, Students £1.75, cassette £6.00, plus VAT. The English Teaching Theatre are at 106 Piccadilly, London W1V 9PE. (01-434 1909).

An Introduction to the Pronunciation of English

Third Edition
A. C. Gimson

A thoroughly revised and re-set edition of the standard description of British English pronunciation. Professor Gimson has included a new chapter discussing the problems facing learners of English as a foreign language, and the levels of achievement at which they may realistically aim. Boards £12.95 Paper £5.75 368 pages

Introduction to Language Pathology

David Crystal

Professor Crystal's aim in writing this book is to reduce the confusion regularly admitted by people who encounter this field of communication disorders for the first time. He provides a general view of the field, which enables the student to interrelate the main components of study; and a concise introductory account of each of these components to enable the student to see their role in clinical investigation. Boards £14 Paper £5.50 224 pages

Edward Arnold
41 Bedford Square,
London WC1B 3DQ

Pauline Robinson teaches at the University of Reading and is the author of *English for Special Purposes* (Pergamon).

Imagining polite distaste

Pauline Robinson

Have you heard? By Mary Underwood. OUP £1.95. Realistic English. By Brian Abbs, Vivian Cook and Mary Underwood. OUP. Dialogues 2 £1.90; Dialogues 3 £2.20; Drills 2 students £1.70, teacher's £3.00; Drills 3, student's £1.90; teacher's £3.00. Penguin Functional English: Dialogues. By Peter Watcyn-Jones. Penguin £2.95. Street Life. By Guy Wellman and Tony Lloyd. Evans. 3 cassettes and work book £20.00, plus VAT on £15.00. Making Polite Noises. By Roger Margee and Mark Fletcher. Evans £1.00. Topics for Discussion and Language Practice. By Michael Carrier. Hulton £1.10

The functional bandwagon continues to roll. One wonders what the student makes of it all. Units headed "Polite distaste" and "People imagining" and sub-headings such as "How to make a suggestion" and "How to reply by making a counter-suggestion" feature in recent publications. *Penguin Functional English: Dialogues* has the most detailed contents in terms of functions and sub-functions. It is this which a student is looking for as he skims through a potentially useful textbook? He probably doesn't make such fine discriminations of his own needs. There's plenty of material for the teacher, however, and a good range of activities. Whether he realizes he needs them or not, a student should get thorough practice in the selected functions, helped by the cartoon drawings by Edward MacLachlan and good photos. The book makes an over-shady distinction between formal and informal styles, however, and despite the title is aimed at written practice.

The fine details of functional description are probably more useful when we consider what the student receives—and has to interpret. Mary Underwood has well

demonstrated that the listening skill, formerly seen as passive, can in fact be very active, and so a hearty welcome for her *Have You Heard...*? aimed at the pre-intermediate level. Extracts are short (1-2 minutes) and, as usual with this author, are authentic and representative of a wide range of accents and voices. The exercises range between "extensive" listening for gist and "intensive" listening for detail. In addition to the classroom edition we have the sensible innovation of the *Intensive Study* edition aimed both at the teacher and at the increasingly important, self-study student.

The functional approach notwithstanding, students still need to consolidate the basic structures of the language. Contextualized practice is provided in *Realistic English: Drills*. This represents a new edition of the earlier *Realistic English*: now split up into the *Drills* and complementary *Dialogues*. This new approach would seem to have many merits. It's more flexible but at the same time there's a greater range of material and more support for the teacher. There are clear opportunities for self-study but also good suggestions for classroom activity.

A slim volume in all senses is *Making Polite Noises*. Some of the "Situations" in the practice slot sound fun—but surely over-sophisticated. To make them effective a lot of input is required—which is not provided by the book. A similar end-of-lesson filler would seem to be provided by *Street Life*, a lively package of language practice for the intermediate level centring on songs. Some drills are incorporated. Discussion material and again some drill work is provided in *Topics for Discussion and Language Practice*. This is good but the topics (and illustrations) are unbelievably depressing and very culture-bound.

Pauline Robinson teaches at the University of Reading and is the author of *English for Special Purposes* (Pergamon).

One more golden gold

Brian Winston on a week's television

After *Finch*, a series of whose films were on BBC last week, when an hour was a poem" in *Sunday Sunday*, I am indebted for information about "poems" to Brian Norman who introduced the film with yet another biography in his occasional series of "things" (British Greats, BB1, Sunday). For those of you who were not a disappointment, the wonders how the BBC Upper Management copes with Norman when they are discussing the Corporation's responsibility in either showing or leading public taste a favourite topic.

Norman brings a rare whiff of yellow press to the small screen, for whatever else you may say about television, prurience is one of its mainstays. Norman was to be trying to import it to the cinema. That he seems to do it the context of an art which is TV but ignores in a serious way is surprise. That he seems to do it in a Cheeky-Chappy style of commentary (Finch "left the army to a relief of both parties") is a relief. That he appears to be no understanding and in no way to inform, edify or indeed sustain is annoying. But, as he is himself in this programme with hindsight and looking back

now" the upper management should see in Barry Norman today, before he sullies Robert Donat, Leslie Howard, Jack Hawkins and Gracia Fields as he threatens. His tone is something British television could surely do without.

Of course, Norman is trying to be popular and at one level it is possible to sympathize. The forms of television do not make any sort of exposition easy. Take Granada's *Afghan Exodus* directed by anthropologist André Singer (Granada, Tuesday). Here was an unemotional and serious account of the situation of the Afghan refugees presented in such a pedantic way that it was a pity to communicate as little as did Norman's flip life of Finch. Because of the archive created by the company's remarkable *Disappearing World* series over the years, there was footage available of some tribal people before the Russian invasion, and in the found them again in Pakistan but the chance of vividly illustrating the situation by concentrating on one group was lost in favour of an over-view which tried too much.

The art of finding the middle way between a tone which is informative and lively and one which is uninteresting is a difficult one. It escaped Denis Mitchell, one of the fathers of the television documentary and a past master of the

art. This England, another occasional series, recommended with a film made about Ray Gosling, *The Pennines*: A Writer's Notebook (Granada, Thursday). It was certainly livelier than *Afghan Exodus* and more serious and humane than the Finch film. But it was incoherent and superficial. Cross-cutting snippets of interviews with shots which sometimes directly matched the subject being spoken of, and sometimes counterpointed it, symbolized the gaudy quality of the film.

Calling it *A Writer's Notebook* did not help. Notetaking is a private sort of activity not easily adapted to the exigencies of filming. A false-ness was created which was compounded by the film's missing most of the essence of Gosling. He is a man who, when abandoned in the middle of a town like Skipton at nine at night, is able to make it back to Nottingham by bus without having an eyeful. He is welcome on housing estates, and in corner shops, when the television reporter who lived on Coronation Street would be like a television reporter ever did live there (presumably only a matter of time, given the cost of middle-class housing). This piece with its endless shots of pretty rural scenes and little sense of people was not a vintage display

of either Gosling or Mitchell. A pity. British television has been exhibiting extreme and sense in transmitting most of the 70 to '80 American mini-series, one after another in the dog days of summer. The (comparative) success of *The Forsyte Saga* on public television in the United States slowly led to the black-buster screening of star-studded adaptations of great books, one so great books and more, as with *Scrubbers*, positively love books (*Scrubbers*, BBC 1, Tuesday). The stars are less studied, too. *Gyana Tragedy: The Story of Jim Jones* (ATV, Wednesday), another mini-series which also played last week, has the distinction of making *Holocaust* look tasteful.

Among the week's sporting events was a competition to cover the right to suicide held between Granada's *World in Action* and BBC's *Brass Tacks* (Monday). The gold went to BBC. I touched with gold they were golden! Humiliated the rest of the world getting their gold, they did! One more golden gold gold for Britain!

Brass Tacks won because they covered Catholics and the Hospices which Granada did not (*World in Action* is shorter). Otherwise both programmes using much the same cast tried to be as sensitive and caring as possible and, in the event,

did not offend. Neither did they reveal too much, and the thought remains that there are perhaps some aspects of the human condition which will never be properly illuminated by television. The only question is whether or not it is proper to go on trying.

Television is best at the Olympics, perceived this time through a greenish haze caused by the Gaiety selling the Russians the French cab our system a couple of decades ago. I particularly liked the girls in the Tsarist folk costumes representing the oppressed people of the Soviet empire. I liked the sense of altruism, the lack of chauvinism, the way the rules were kept, the good grace of the losers and the proper humility of the winners. I thought the whole thing was, how shall I put it, golden. I am glad politics were kept out of it for I agree with that Olympic official who was delighted in the late thirties that improper Jewish pressure had been resisted and that the 1940 Winter Games would take place at Berchtesgaden (or some such Teutonic hole) as planned. Say, who topped the gold and golden table at those Games?

Brian Winston is Professor of Film and television in New York University.

Lion, witch, wardrobe

William Finch on C. S. Lewis



Lewis's discovery of and obsession with "northernness", his raging at the "transcendental interferences" his constant questioning of his own thoughts and emotions are skilfully drawn out. But I missed the vulgar, loud-mouthed Lewis, Lewis the unquenchable beer and tea-drinker, Lewis the scholar. And there is, almost unbelievably, an mention at all of George MacDonald, the nineteenth-century writer whose novel *Phantastes* "inspired" Lewis's imagination and who, Lewis said, influenced every single thing he wrote.

One of Aldersgate Production's aims is "to open the door to faith", and this inevitably leads to particular selection in material and emphasis. But many of the gaps left by this production are filled by C. S. Lewis at the Breakfast Table, to be published on Monday by Collins at £6.95. This is a new collection of reminiscences, edited by James T. Combe, by friends and contemporaries like Bede Griffiths (who debates Lewis's ideas), Derek Brewer (who remembers him as tutor), John Wain, Walter Hooper, A. C. Harwood and many others. Telling details and chance remarks complement and amplify previous published biographical material and, like the Arthur Greeves letters, from which *Song of the Lion* draws freely (and which was published last year as *They Stand Together* by Collins at £8.95), they often reveal, between their lines, more than any amount of biographical or critical commentary.

"*Song of the Lion*" will open at the Westminster Theatre, London SW1, on September 25 until October 18. Box office 01-834 7882.

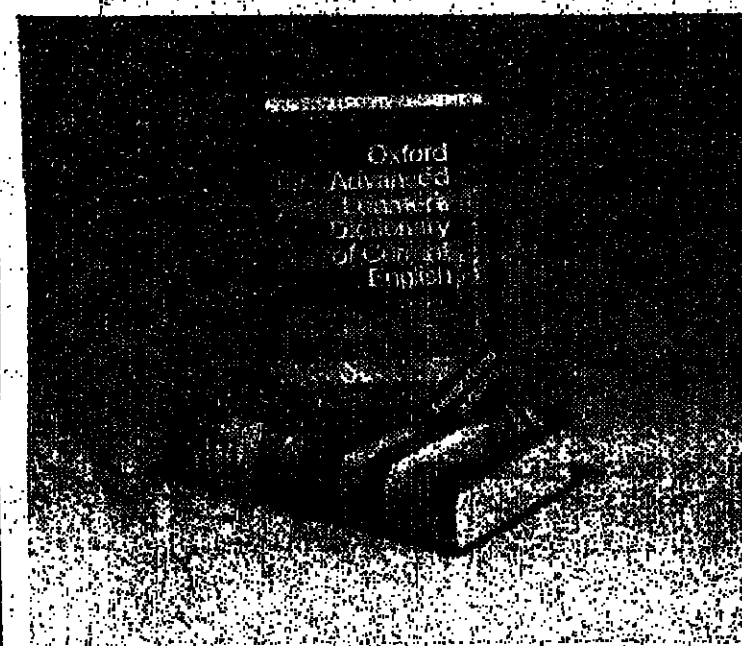
Letters of Dai Greatcoat

Read Hague's selection from Jones's correspondence with a dozen close friends, together with the biographical links supplied by the editor, comprises a valuable and satisfying biography of this poet and artist (Dai Greatcoat, Faber £12.50). Apart from serving on the Western Front in the Great War, David Jones lived a life of non-event in the suburbs, a bachelor and recluse until his death in 1974. But scattered throughout his letters are forthright opinions on art and writing, on *Anthem* and on the in-

fluences which did and did not go into their making, which go a long way to illumine and help one's understanding of these difficult but not inaccessible major works. How much these poems owe to David Jones's background, ancestry, and experience is manifest in this book. The later letters, especially those written a few years before he died, are the most interesting: unsent, broodings on his time as a soldier in the Battle of Passchendaele, the crucial period of his life, and paradoxically the happiest. David Wright

Think of a word — think of Oxford!

Revised and up-dated Impression



- ★ the first choice for students and teachers of English
- ★ text completely corrected, revised and up-dated
- ★ A. C. Gimson's system of International Phonetic Association symbols used

For details of our full range of reference and grammar books see the Oxford University Press stand at the BBC English Language Summer School Book Exhibition, Westfield College, from August 18-20, or write to English Language Teaching Department, Oxford University Press, Walton Street, Oxford OX2 6DP, England.

Oxford University Press

Shell London Symphony Orchestra Music Scholarship

The fourth annual award for young instrumentalists

Timpani and Percussion Workshop

Shell and the London Symphony Orchestra would like to congratulate all of the finalists in the 1980 Competition



Nigel Thomas
Winner of the Gold Medal



Geoffrey Pratley
Winner of the Silver Medal



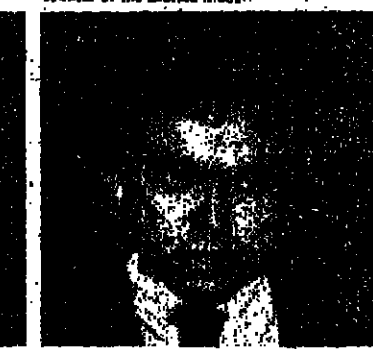
Neil Percy
Winner of the Bronze Medal



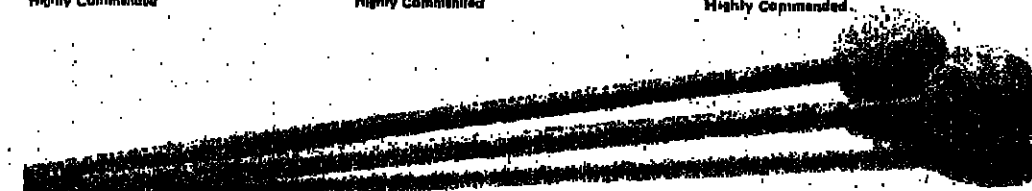
Mark Glenworth
Highly Commended



David Hocking
Highly Commended



Richard Stenham
Highly Commended



books

books

A hero hard to love

Bryan Robertson on Wyndham Lewis

The Enemy. A Biography of Wyndham Lewis. By Jeffrey Myers. Routledge and Kegan Paul £15.00.

Wyndham Lewis is hard to love but it is impossible not to admire most of his work as a painter and draftsman and at least some of his writing. Visually, he brought England into the twentieth century. The Vorticist pamphlet *Apocalypse in Britain* is sometimes funny and acute, often madly over-posturing; but what is really at issue, in the first instance, are Lewis's paintings and drawings. These are among the small number of really distinguished and innovative works produced in England during the first half of the century.

Bagdad and The Surrender of Barcelona are only two of many brilliant paintings that illuminate the otherwise mostly derivative or parochial reaches of British art of this period. Admittedly, Lewis created a synthesis between French Cubism and Italian Futurism—with other insights into the genuinely revolutionary art of the period 1900-1910—but this synthesis had great authority and, finally, a distinctive impact of its own. A good painting or drawing by Lewis stands out in any context, despite the slack and rather academic works of the later years, before blindness set in.

Lewis the artist was, for a younger generation, someone to respect at a time when much art and a lot of thinking in England seemed flabby or provincial. The young Henry Moore, for instance, admired Lewis, as Jeffrey Myers makes clear in his balanced biography; and Lewis con-

tinued to exert an influence over the work of many Second World War romantic painters, including Robert Colquhoun, John Minton and Michael Ayton (who later, in the 1950s, made portraits of Lewis and designed dust jackets for reissued books). There has recently been renewed interest in Lewis's work as an artist through Richard Core's scholarly history of Vorticism. In British art, Lewis has an assured place and his contribution is recognised in Europe and America. At the simplest, least controversial level, those portraits of Ezra Pound, T. S. Eliot and Edith Sitwell have almost entered the area of popular mythology, their painted likenesses springing to mind as definitive images when we think of their identity as artists.

With the writing, we are on less certain ground, although Myers paces out a carefully reasoned account of Lewis's development and preoccupations from *Tarr* through to the completion of *The Human Condition* in the fifties which began with *The Childermass*. Lewis's progress as a novelist, from the Nietzschean bite of *Tarr* with its projection of "the artist" as an amoral misogynist to the agonized shift in attitudes contained in *Self* and *The Human Condition*, is handled with care and objectively revealing sympathy by Myers. But his exploration of the philosophical and social writing—which reached its summit of folly in Lewis's temporary support of Fascism in the thirties—is rather less convincing. It is salutary to be reminded of the constant belief in Lewis's genius sustained by Pound and Eliot, and the discriminating support for many of his books shown by Rebecca West and

Geoffrey Grigson, among others. We are left, still, with those abusive and Jacobean labyrinthine of ironic and satirical prose in *The Apes of God*, in which a power-driven sledgehammer seems to be used to nudge and slap around the Bloomsburys and Sitwells, and paragraphs loom up like cliff-faces, without sufficient momentum to help the reader up and over to the next set-piece.

The virtue of Jeffrey Myers's detailed chronicle, in its accumulation of minor and major fact without always the necessary degree of shaping discrimination, is to present us with the essential grime of Lewis's life. Abandoned by his father as a baby, he went on to worship his mother, abuse most other women except his long-suffering wife, and abandon in turn his own illegitimate children. Lewis's liking for hard, protective crustacean forms in his art is understandable. But Myers also brings out the stoic hardness of Lewis's struggle against blindness, after so many years of fighting poverty, his unquenchable passion for acquiring fresh knowledge in the way he devoured books throughout his life-time, and the formidable discipline as a writer that kept him from being distracted by the comfort of his happier insights are in the essays contained in *Blasting and Bombardiering* and other marginal works, but Myers makes a convincing case for the power and new depth of feeling in the late novel, *Self*. Lewis comes out of this book as a writer whose greatness was marred by huge flaws. The paintings and drawings retain their eloquence; the achievement, however hard to love, was prodigious.

Dante Englisht

Anthony Masters



The Divine Comedy by Dante Alighieri. Translated by C. H. Sisson.

Carcanet New Press £8.95. 85635 273 X.

A new translation of Dante—and not too soon. The received style, the pseudo-medieval cushy of Cary and Sayers, no longer makes Dante attractive and was always, in any case, anachronistic. The new translation, by C. H. Sisson, is a first-rate translation of a first-rate work. It is a pleasure to read it, and it is a pleasure to see that it is not too soon.

So simplicity and directness are good first principles for a new translation style. But only geniuses can achieve them consistently and maintain a rigid rhyme scheme as well. Forgiveably, Mr Sisson does not try. He optically groups in triplets, but unrhymed. Like Guy Lee in his delightful version of Ovid's *Amores*, or Kenneth Cavender in his Euripides translations used recently in the RSC's *The Greeks*, he refuses to say anything he does not need to say.

Many readers will dismiss his version out of hand because the poetry is almost wholly lost; but the said duce an apparently authoritative biography himself. The two volumes of his *Life* were published after his death under the name of his second wife. Once the secret was out and it came out only because Hardy had not kept it a complete secret, the publication speculation run riot. As Gittings says, however, the facts of Hardy's life often prove "more strange and far more human" than any of the speculation.

Young Thomas Hardy covers the years between Hardy's birth in 1840 and the publication of his first novel, *Under the Greenwood Tree*, in 1876. In describing this tricky and too-personal novel, Gittings uses the kind of detail which is abundant in his biography: "The word 'Hand' in the title has a double meaning, but the heroine's hand in marriage and her playing of her 'hand', as in a game of skill, are indicated. There is surely a third and private meaning, personal to the novelist himself. 'Hand' was the maiden name of Hardy's own mother, and Edithbert's family, when they emerge, are other well-known members of the Hardy family of Puddletown."

This is the kind of detail which brings the human Hardy into focus and informs an appreciation of his art. After all, the theme of this novel was to be that of a person moving in high, intellectual society, who in fact came from a family all of whom were servants and workmen. The proximity of this theme to Hardy's own story, and the dangers there must be in interpreting one in the light of the other.

This first volume reveals the stresses and contradictions which are endemic in the later years. Gittings depicts Hardy as "a man torn between two worlds", between obscurity and success, between Dorset roots and the late Victorian

fact is that translation which by its poetic usually fail in the end and lose everything else in the process. Mr Sisson can sometimes be terse beyond the call of duty ("This day we got no further with our reading," says Francesca), but his honesty has a clean flavour on the palate. The real problem is that he is civilized, intellectual and sane, where Dante's persona (and I mean Dante *personaggio*, not Dante *poeta*) remains naive, whether weeping for pity at the suffering wretches in Hell or roaring off into history against the political persecutions. If Dante suggests Giotto, and Sayers gives us the Pre-Raphaelites, Sisson is more like Hockney.

There is so much good, crisp writing here, but it is always too knowing. Not surprisingly, he fails completely with the uneven quality of the *Paradiso*. But this translation (and I am sorry this seems a backhanded compliment) still has fewer faults than any I know. I feel like buying a few copies for friends unable to read Italian, though I might well add a note on the final suggestion that the original is better than they might think, and reveal much that they would not suspect from Mr Sisson's easy cover through the next world's undiscovered country.

However, to have one serious note, this edition contains a number of errors. Dante is full of inferences, and a translation must either have notes or use the technique of internal explanation within a phrase (compare Peter Green's superb Penguin Classics). Elsewhere, we can understand the "Thames" in Inferno XII, or that the "beautiful lady" in Inferno XIX is in fact the Church, or that anything of the allegorical pageant that ends the *Purgatorio*. I do not know if Mr Sisson's revision from the old editions, which were filled with complex charts and cosmographies, proving that if the poem opens on Good Friday, then Dante and Virgil pass out of the Eighth Circle of Hell at around Saturday lunchtime, but we must know what is going on, and the poet who gave us this vision as an inspiration and a warning would not have agreed that ignorance is bliss.

and Edwardian London seasons. These stresses "and their interconnection with his novels" permeates *The Old English*, permeates *The Old English*, permeates *The Old English*. The second volume covers the years from 1876 to Hardy's death in 1928. The *Fulcrum* chapter is titled "Poetry and Poetry" and concerns Hardy's decision of October, 1896 to write only poetry. Gittings demonstrates that this decision was neither arbitrary nor abrupt, and notes very "novel-writing" as a "physical burden". Whatever the reason for his decision, Hardy the major novelist was soon to become Hardy the major poet as well. This volume also develops his second marriage and the criticism of Hardy's two finest novels, *Tess of the d'Urbervilles* and *Jude the Obscure*.

Thomas Hardy: The Writer and his Background includes essays on a number of aspects of Hardy's writing, like social class, education, regionalism and to language. Each of the essays is interesting, but the most fascinating are those by Mervyn and Raymond Williams on "Hardy and Social Class" and Samuel Hynes on "The Hardy Tradition in Modern English Poetry"—a must for those readers of poetry who have survived Robert Graves that he is a professional critic as the poet and in a preface to the poem "Tess" he wrote: "Criticism is so easy and art so difficult, criticism is so easy and art so difficult, criticism is so easy and art so difficult."

Among this week's contributors: Norman Evans is a research fellow at the Cambridge Institute of Education. W. D. Wall was Professor of Educational Psychology at the London Institute of Education. John Wightman is Professor of French language and literature, Westfield College.

Worksheets in August

'By now there may be holiday activity phobias', Peter Dormer considers the different approaches of museums and galleries

Even in August there are children completing worksheets. School worksheets are merely swapped for museum worksheets. By now there must be holiday activity phobias. The growth of the museum educational service should be applauded, but the most important opportunity given in the child is that of being able to make something himself.

The activities offered by the British Museum are all to do with looking and making, and include model theatres with scenery and figures, making things for a kitchen, making a model village, and making a suit of Japanese armour (the museum has examples of Japanese armour and samurai figures). For each activity there are several examples in the museum for the children to see and so they are not making things in a vacuum.

The distinction between professional and amateur does not carry weight in the world of toy and model making, and the children are encouraged, not to compete with or copy the museum objects, but to make something as well as they can for the satisfaction of it, which is the spirit in which most of the museum's toys were made.

Looking and making is an approach taken by several museums. The National Portrait Gallery, for instance, gets children to take their cue from the portraits to make puppets, produce puppet plays, or do portrait blow-ups. Disappointingly few museums, how-

ever, remember that holidays are family occasions and mainly because they restrict activities to child-friendly services. It was sensible, therefore, of the Bradford Industrial Museum to organize a family holiday project called "Snuggly Happy", which is intended as a light introduction to photography for the family.

Most museums restrict the number of participants. The Museum of London takes 40 children for each of its four-day courses based on all aspects of the recently refurbished Covent Garden Market. Apart from the visit to the market there is painting, costume making, drama, and music back at the museum itself. Sheffield City Art Galleries also prefer people to book in advance and their activities this year are based upon an exhibition called "Double Take", currently at the Mappin Gallery.

In these and other museums education staff have clearly thought through the function of their holiday activities. The success of the projects at Bethnal Green, for example, stems from the staff's awareness that it is not enough to take an attractive object and arbitrarily append it to a worksheet, one has to work out in some detail how a child can use it. If, as should be the case, the intention is that every child should get the satisfaction of a job well done, then it is important not to let the child down.

approach taken by several museums. The National Portrait Gallery, for instance, gets children to take their cue from the portraits to make puppets, produce puppet plays, or do portrait blow-ups. Disappointingly few museums, how-

ever, remember that holidays are family occasions and mainly because they restrict activities to child-friendly services. It was sensible, therefore, of the Bradford Industrial Museum to organize a family holiday project called "Snuggly Happy", which is intended as a light introduction to photography for the family.

Most museums restrict the number of participants. The Museum of London takes 40 children for each of its four-day courses based on all aspects of the recently refurbished Covent Garden Market. Apart from the visit to the market there is painting, costume making, drama, and music back at the museum itself. Sheffield City Art Galleries also prefer people to book in advance and their activities this year are based upon an exhibition called "Double Take", currently at the Mappin Gallery.

In these and other museums education staff have clearly thought through the function of their holiday activities. The success of the projects at Bethnal Green, for example, stems from the staff's awareness that it is not enough to take an attractive object and arbitrarily append it to a worksheet, one has to work out in some detail how a child can use it. If, as should be the case, the intention is that every child should get the satisfaction of a job well done, then it is important not to let the child down.



Victorian childhood. Illustration from a leaflet at The Museum of Childhood at Bethnal Green.

Sense of outrage

Norman Evans

The Betrayal of Youth. By J. Hemming. Marlon Boyars £5.95, 7145 2692 4. £1.95, 2693 2.

The imperative in the subtitle of James Hemming's book "Secondary Education Must be Changed" is the expectation of two kinds. It could be yet another polemic, full of rhetoric, empty of realizable policies. It could be a policy document written with passion. It is neither.

It is written with controlled passion; a sense of outrage runs throughout at the way perfectly well-understood physiological, psychological and sociological accounts of the development of adolescents appear to be utterly ignored by the curriculum and administration of so many secondary schools. There are helpful policy statements about the attitudes and relationships which could, and Hemming maintains should, obtain between teachers and pupils, about ways of individualizing learning for young adults, about ways of replacing hostile resistance to what school has to offer by active motivation. There is also a good deal of rhetoric "our educational purpose should be to invite the young to join in the adventure of mankind in ways which stir up their imagination and enthusiasm". Fine, but doesn't that apply to all of us? And there is the rub.

Like most of us James Hemming is rather sure on analysis, he is valuable at making a diagnosis, but

for solutions he is not always up to his eyes.

Maybe this is expecting too much. The trouble is that this volume is one of a series called *Ideas in Progress*. "This is a series of working papers dealing with alternatives to industrial society. In short essays specialists make available their ideas to the general public who are invited to participate critically in the process of finding a solution to controversial and pressing contemporary problems." That could suggest the authors are flying kites rather than flying themselves. Hemming makes a valuable attempt to fly. He is good on the Academic Illusion which diminishes the standing of all other kinds of learning. As Assessment, he gives the dimensions of human competencies. And he can be succinct.

"This basic principle here is that all learning should be rooted in life," he says. "Schools... fall their pupils... when they allow their academic aim to take precedence, over their developmental and social purpose." How should this be done? He gives an example or two of successes from schools; a paragraph from teachers' training and then—"The Nation must be prepared."

The sadness, and the fact is that the nation is not prepared. There does seem to be a lack of balance between learning and life, which individuals identify and criticize, while the system seems to remain unimpressed. If James Hemming's book helps to induce willingness to change, it is a useful job which will have been done.

Paperbacks

Hardy blooms

Alister Wisker



Young Thomas Hardy. By Robert Gittings. Penguin £1.75, 14 00 4667 4.

The Older Hardy. By Robert Gittings. Penguin £1.50, 14 00 5049 3.

Thomas Hardy: The Writer and his Background. Edited by Norman Page. Bell and Hyman £12.50, 7135 1091 3.

Robert Gittings makes it plain from the beginning of his two-volume biography that "to start from the facts of the life itself" is the only true method. This is not easy in the case of Hardy who went to great lengths to silence future writers and pro-

Malcolm Peltu reports on the Micro-computer Show and a software survey

'Slow response to technological change'

Warnings that the educational system would continue to respond too slowly and feebly to the powerful forces of technological innovation were constantly reiterated to over 400 delegates who attended the education day at the 1980 Micro-computer Show organized by On-Line Conference Ltd at Wembley Conference Centre.

In addition to the general education officer, is quick to point out that many of the objects were made by people in their spare time as a hobby. Consequently, the museum's policy (particularly during the holidays) is to use these

The Guide does not set out to be a comprehensive directory, and covers only certain places to visit in the areas of Cumbria, Durham, Lancashire, Merseyside, Cheshire, Greater Manchester, Derbyshire and Yorkshire.

The girls' writer a simple software program which could run on a computer to produce a printed list of the sequence in which bells should be rung. They then decided to use the program to control the bells, and built an electronic system linking the computer to special hammers to ring the bells.

This project illustrated a typical industrial control task for microprocessors. Mr Stevenson angrily complained, however, that we can only do interesting and important projects like this outside the formal school curriculum because electronics is virtually ignored in examinations, except as part of theoretical physics courses.

Modern electronics, which includes microprocessors and integrated circuit technology, were combined with creating system from basic building blocks, he said. This required a systems creation approach which is very different from analytical physics, which breaks down phenomena into elements.

Place names

The buildings and gardens, parks and galleries of Northern England are summarised in the *Guide to Places of Educational Interest*, prepared and published by St Martin's College, Lancaster. There are also some on industrial sites such as power stations, newspaper offices and potteries.

The Guide does not set out to be a comprehensive directory, and covers only certain places to visit in the areas of Cumbria, Durham, Lancashire, Merseyside, Cheshire, Greater Manchester, Derbyshire and Yorkshire.

The girls' writer a simple software program which could run on a computer to produce a printed list of the sequence in which bells should be rung. They then decided to use the program to control the bells, and built an electronic system linking the computer to special hammers to ring the bells.

This project illustrated a typical industrial control task for microprocessors. Mr Stevenson angrily complained, however, that we can only do interesting and important projects like this outside the formal school curriculum because electronics is virtually ignored in examinations, except as part of theoretical physics courses.

Modern electronics, which includes microprocessors and integrated circuit technology, were combined with creating system from basic building blocks, he said. This required a systems creation approach which is very different from analytical physics, which breaks down phenomena into elements.

Malcolm Peltu reports on the Micro-computer Show and a software survey

'Slow response to technological change'

Warnings that the educational system would continue to respond too slowly and feebly to the powerful forces of technological innovation were constantly reiterated to over 400 delegates who attended the education day at the 1980 Micro-computer Show organized by On-Line Conference Ltd at Wembley Conference Centre.

In addition to the general education officer, is quick to point out that many of the objects were made by people in their spare time as a hobby. Consequently, the museum's policy (particularly during the holidays) is to use these

The Guide does not set out to be a comprehensive directory, and covers only certain places to visit in the areas of Cumbria, Durham, Lancashire, Merseyside, Cheshire, Greater Manchester, Derbyshire and Yorkshire.

The girls' writer a simple software program which could run on a computer to produce a printed list of the sequence in which bells should be rung. They then decided to use the program to control the bells, and built an electronic system linking the computer to special hammers to ring the bells.

This project illustrated a typical industrial control task for microprocessors. Mr Stevenson angrily complained, however, that we can only do interesting and important projects like this outside the formal school curriculum because electronics is virtually ignored in examinations, except as part of theoretical physics courses.

Modern electronics, which includes microprocessors and integrated circuit technology, were combined with creating system from basic building blocks, he said. This required a systems creation approach which is very different from analytical physics, which breaks down phenomena into elements.

Malcolm Peltu reports on the Micro-computer Show and a software survey

'Slow response to technological change'

Warnings that the educational system would continue to respond too slowly and feebly to the powerful forces of technological innovation were constantly reiterated to over 400 delegates who attended the education day at the 1980 Micro-computer Show organized by On-Line Conference Ltd at Wembley Conference Centre.

In addition to the general education officer, is quick to point out that many of the objects were made by people in their spare time as a hobby. Consequently, the museum's policy (particularly during the holidays) is to use these

The Guide does not set out to be a comprehensive directory, and covers only certain places to visit in the areas of Cumbria, Durham, Lancashire, Merseyside, Cheshire, Greater Manchester, Derbyshire and Yorkshire.

The girls' writer a simple software program which could run on a computer to produce a printed list of the sequence in which bells should be rung. They then decided to use the program to control the bells, and built an electronic system linking the computer to special hammers to ring the bells.

This project illustrated a typical industrial control task for microprocessors. Mr Stevenson angrily complained, however, that we can only do interesting and important projects like this outside the formal school curriculum because electronics is virtually ignored in examinations, except as part of theoretical physics courses.

Modern electronics, which includes microprocessors and integrated circuit technology, were combined with creating system from basic building blocks, he said. This required a systems creation approach which is very different from analytical physics, which breaks down phenomena into elements.

Malcolm Peltu reports on the Micro-computer Show and a software survey

'Slow response to technological change'

Warnings that the educational system would continue to respond too slowly and feebly to the powerful forces of technological innovation were constantly reiterated to over 400 delegates who attended the education day at the 1980 Micro-computer Show organized by On-Line Conference Ltd at Wembley Conference Centre.

In addition to the general education officer, is quick to point out that many of the objects were made by people in their spare time as a hobby. Consequently, the museum's policy (particularly during the holidays) is to use these

The Guide does not set out to be a comprehensive directory, and covers only certain places to visit in the areas of Cumbria, Durham, Lancashire, Merseyside, Cheshire, Greater Manchester, Derbyshire and Yorkshire.

The girls' writer a simple software program which could run on a computer to produce a printed list of the sequence in which bells should be rung. They then decided to use the program to control the bells, and built an electronic system linking the computer to special hammers to ring the bells.

This project illustrated a typical industrial control task for microprocessors. Mr Stevenson angrily complained, however, that we can only do interesting and important projects like this outside the formal school curriculum because electronics is virtually ignored in examinations, except as part of theoretical physics courses.

Modern electronics, which includes microprocessors and integrated circuit technology, were combined with creating system from basic building blocks, he said. This required a systems creation approach which is very different from analytical physics, which breaks down phenomena into elements.

Malcolm Peltu reports on the Micro-computer Show and a software survey

'Slow response to technological change'

Warnings that the educational system would continue to respond too slowly and feebly to the powerful forces of technological innovation were constantly reiterated to over 400 delegates who attended the education day at the 1980 Micro-computer Show organized by On-Line Conference Ltd at Wembley Conference Centre.

In addition to the general education officer, is quick to point out that many of the objects were made by people in their spare time as a hobby. Consequently, the museum's policy (particularly during the holidays) is to use these

The Guide does not set out to be a comprehensive directory, and covers only certain places to visit in the areas of Cumbria, Durham, Lancashire, Merseyside, Cheshire, Greater Manchester, Derbyshire and Yorkshire.

The girls' writer a simple software program which could run on a computer to produce a printed list of the sequence in which bells should be rung. They then decided to use the program to control the bells, and built an electronic system linking the computer to special hammers to ring the bells.

This project illustrated a typical industrial control task for microprocessors. Mr Stevenson angrily complained, however, that we can only do interesting and important projects like this outside the formal school curriculum because electronics is virtually ignored in examinations, except as part of theoretical physics courses.

Modern electronics, which includes microprocessors and integrated circuit technology, were combined with creating system from basic building blocks, he said. This required a systems creation approach which is very different from analytical physics, which breaks down phenomena into elements.

Malcolm Peltu reports on the Micro-computer Show and a software survey

'Slow response to technological change'

Warnings that the educational system would continue to respond too slowly and feebly to the powerful forces of technological innovation were constantly reiterated to over 400 delegates who attended the education day at the 1980 Micro-computer Show organized by On-Line Conference Ltd at Wembley Conference Centre.

In addition to the general education officer, is quick to point out that many of the objects were made by people in their spare time as a hobby. Consequently, the museum's policy (particularly during the holidays) is to use these

The Guide does not set out to be a comprehensive directory, and covers only certain places to visit in the areas of Cumbria, Durham, Lancashire, Merseyside, Cheshire, Greater Manchester, Derbyshire and Yorkshire.

The girls' writer a simple software program which could run on a computer to produce a printed list of the sequence in which bells should be rung. They then decided to use the program to control the bells, and built an electronic system linking the computer to special hammers to ring the bells.

This project illustrated a typical industrial control task for microprocessors. Mr Stevenson angrily complained, however, that we can only do interesting and important projects like this outside the formal school curriculum because electronics is virtually ignored in examinations, except as part of theoretical physics courses.

Modern electronics, which includes microprocessors and integrated circuit technology, were combined with creating system from basic building blocks, he said. This required a systems creation approach which is very different from analytical physics, which breaks down phenomena into elements.

Higher Education in the United Kingdom 1980-82

A handbook for students and their advisors

A comprehensive guide to courses, from accountancy to zoology, in British Universities, Polytechnics and Colleges.

Available from bookshops now; £4.95 net.

For further details write to: Educational Information Group Ltd, Burrell Mill, Harlow, Essex, SA1 1AT, Harlow 26721.

Longman



Longman

Longman

Longman

Longman

Longman

Longman

Longman

Longman

Longman

Longman

The rise in overseas student fees will have a great impact on Commonwealth countries such as Malaysia, Sri Lanka, Kenya and India, who have already caused much bitterness. If the outcry against this move at the current Colombo conference is tempered, this will only be because of the large proportion of Commonwealth funds that Britain provides.

The Royal Commonwealth Society, however, is not bound by such constraint and has recently produced a detailed briefing paper arguing that these Government moves "will do lasting harm out of all proportion to any quick marginal benefits to the economy".

